

INSPECTION REPORT

Welford and Wickham C of E Primary School

Wickham, Newbury

LEA area: West Berkshire

Unique reference number: 109984

Headteacher: Mrs S J Crisp

Reporting inspector: Mr RWG Thelwell
20997

Dates of inspection: 9th –11th October 2000

Inspection number: 225336

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Welford and Wickham C of E Primary School Wickham Nr Newbury Berkshire
Postcode:	RG20 8HL
Telephone number:	01488 608306
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Hunt
Date of previous inspection:	17 th –19 th June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Robin Thelwell [20977] Registered inspector	Areas of learning for children in the Foundation Stage, Equal Opportunities, English as an additional language Mathematics, Information and communication technology, Design and technology, Music, Physical education.	What sort of school is it? Results and achievements, How well are pupils taught? How well is the school led and managed?
Michael Whitaker [9644] Lay inspector		Pupils' attitudes, values and personal development, How well does the school care for its pupils? How well does the school work in partnership with parents?
Philip Inness [21015] Team inspector	Special educational needs, English, Science, Religious education, Art, Geography, History.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Welford and Wickham Church of England Primary School is situated in Wickham, a village six miles to the north-west of Newbury. Pupils are drawn from a wide range of socio-economic backgrounds, with homes including a mix of privately owned, and council or other rented accommodation. With the exception of the headteacher, the other three teachers all joined the school at the start of the school year.

At present, 40 pupils attend full time. There are two classes, each of which caters for a complete key stage. Children join school at the start of the term following their fifth birthday. As a consequence, at the time of the inspection, the school had no children of reception age. Because of the very small numbers involved, results of children's assessment on entry fluctuate widely from year to year. Similarly, children's pre-school experiences vary considerably. There are no pre-school facilities in the immediate area.

The school has identified seven pupils as having special educational needs. This represents 17 per cent of those on roll, and is broadly average. The proportion of pupils eligible for free school meals, is, at five per cent of those attending school, well below average. Two pupils have English as an additional language. The school benefits from an established and active 'Welford and Wickham Friends Association' which gives valuable financial support.

The school's mission statement is: 'To develop the potential of each child, not only to achieve academic success, but to obtain a more comprehensive education which will fit them for their future role in society.' Requirements relating to daily acts of collective worship were inspected by a representative from the Diocesan Board of Education and will be reported on separately.

HOW GOOD THE SCHOOL IS

This is a good school that serves its pupils and community well. It has no major weaknesses. Teaching is good across the school. Very good behaviour and relationships are the norm. The headteacher, staff and governors work well as a team. They have successfully addressed the issues from the last inspection, and have created an orderly and supportive climate for learning. When further taking into account attainment on entry, and the good added value in terms of pupils' attainment when they leave, Welford and Wickham Primary is an effective school. Efficient use is made of staff, time, money and resources. Although the unit cost per pupil is well above average, the school gives good value for money.

What the school does well

- Provides a warm, caring community where pupils are known well and valued as individuals. It creates an orderly and supportive climate for learning.
- Promotes positive attitudes to learning, together with very good behaviour and relationships.
- Good teaching is a strength of the school.
- Provision for pupils' personal development is good.
- The school has good links with parents, and a close involvement with the community.
- Provision for pupils with special educational needs, and for those with English as an additional language is good.

What could be improved

- The use of information and communication technology is underdeveloped in

mathematics and science.

- The school has yet to produce either a policy or scheme of work to support the curricular provision for children in the Foundation Stage of education.
- Teachers' marking does not always tell pupils what they must do to improve their work.
- The library is not used to its full potential as a resource for learning; particularly with regard to the promotion and development of pupils' research skills.
- The provision for out-of-school activities is limited.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the issues from the last inspection of June 1996. Schemes of work are now in place for all subjects to support the systematic development of pupils' skills, knowledge and understanding. The quality of teachers' planning is now good, as is their use of day-to-day assessment to help determine what is to be taught next. A helpful policy for assessment is now in place, together with good procedures to monitor the curriculum. In response to recommendations, the headteacher's teaching commitment has been reduced, thus enabling her to monitor the quality of teaching, and provide appropriate support for new members of staff. The school management plan now has clearly defined links between priorities for improvement and the school budget. Progress is monitored well, and criteria used to judge the effectiveness of spending decisions. Internal accommodation and outdoor facilities have been improved, as have resources for information and communication technology.

STANDARDS

In view of the very small number of pupils in each year group, results of end of key stage National Curriculum assessments cannot be relied upon to give a secure, or exact, indication of school performance, or for making comparisons with similar schools. They are equally unreliable for making year to year comparisons of pupil or school performance.

Overall results of the small group of Year 2 pupils in 1999, showed standards in reading to be very high, consistent with the top five per cent of schools nationally. Attainment was well above average for writing and mathematics. Results for the equally small group at the end of Key Stage 2, showed standards in English, mathematics and science to be above average. Results of assessments for the year 2000, indicate that at both key stages, the exceptionally small number of pupils reached standards expected of them. Inspection evidence confirms that pupils currently in either Year 2 or Year 6 attain standards in English, mathematics and science that meet national expectations. However, attainment in reading is above average. In all other subjects, pupils at each key stage make satisfactory progress, and achieve levels of performance expected for their age. Pupils with special educational needs, and those with English as an additional language, make good progress in relation to prior attainment.

At the time of inspection, no pupils were of Foundation Stage age¹. However, observation of youngest pupils who recently completed their reception year, together with review of work, confirms that nearly all children achieve the Early Learning Goals² by the time they complete the Foundation Stage.

¹ From September 2000, the term Foundation Stage refers to children's education from the age of three until the end of reception year.

² QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals', comprised of a set of skills, knowledge and understanding that children might be expected to achieve by the end of reception year. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to learning. This has a positive effect on the progress they make.
Behaviour, in and out of classrooms	Within lessons consistently very good behaviour allows maximum time to be spent on teaching and learning.
Personal development and relationships	Relationships between pupils, and amongst pupils and staff are very good. They contribute very well to pupils' learning.
Attendance	Very good. The overall rate of attendance is much above average. The rate of unauthorised absence is very low. Pupils are keen to attend.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	None observed	Very good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching was judged to be satisfactory or better in all lessons observed. Overall, it was good or better in 81 per cent, including 29 per cent very good or better, of which 10 per cent was excellent. The high standard of teaching has a positive effect on pupils' progress and achievement. In addition to teaching their own class, staff teach certain subjects - including science, religious education, history and music - across the school. Through this, pupils gain from teachers' expertise, whilst staff gain a greater knowledge of all pupils as they move through the school.

The quality of teaching literacy was good or better in all lessons, including 67 per cent very good of which 17 per cent was excellent. The teaching of numeracy was good or better in all lessons, including 34 per cent very good, of which 17 per cent was excellent. Teachers successfully meet the needs of pupils with different abilities, ranging from those with special educational needs, to higher attaining pupils. They give good support to the small number of pupils who have English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision for children in the Foundation Stage is good overall. In Key Stages 1 and 2, the curriculum is broad and balanced, and is enhanced by a range of educational visits.

Provision for pupils with special educational needs	Good provision that is well managed by the special educational needs co-ordinator.
Provision for pupils with English as an additional language	Pupils receive good support for their language development from all members of staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral development is very good. Good provision is made for social and cultural development. Provision for spiritual development is satisfactory.
How well the school cares for its pupils	The school's provision for child protection, together with health and safety aspects of care, is good. Good provision is made for monitoring pupils' academic and personal development.

The school's effective links with parents have a positive effect on pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and effective leadership. The good support she receives from staff and governors results in the school having a positive and caring ethos that supports and promotes pupils' learning.
How well the governors fulfil their responsibilities	The governing body meets its statutory responsibilities fully. They are closely involved in strategic and financial planning, monitoring and evaluation. Governors have a sound understanding of the school's provision for the National Curriculum, and standards pupils achieve.
The school's evaluation of its performance	Good procedures are in place to monitor and evaluate performance. Data is analysed to help determine what to do next. The quality of teaching is monitored by the headteacher on a regular basis.
The strategic use of resources	Good. The school makes efficient use of its resources to support pupils' learning. At each stage of planning and evaluation, the governing body applies the principles of 'best value' to good effect.

The school has sufficient staffing to meet the demands of the areas of learning in the Foundation Stage, and the National Curriculum. Accommodation is good. Although the school hall is small, a large field, together with a recently resurfaced playground, support pupils' outdoor activities. Resources are satisfactory overall, with strengths noted in information and communication technology, and provision for children in the Foundation Stage.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
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<ul style="list-style-type: none"> • Pupils enjoy coming to school. They are taught well and make good progress. • The school expects pupils to work hard and achieve their best. • The school is well led and managed. It works closely with parents, and keeps them well informed on pupils' progress. • The school helps pupils to become mature and responsible, and behaviour is good. • Teachers know pupils and their needs well. Staff are approachable to discuss concerns with parents. 	<ul style="list-style-type: none"> • The amount and regularity of homework. • The range of activities for pupils outside of lessons.
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Thirty-eight parents returned the questionnaire, and twenty parents attended the meeting with the Registered Inspector. Inspection evidence confirms the positive views expressed by parents. The team judges that an appropriate amount of homework is provided for pupils, relative to their age and understanding. The inspection team considers it appropriate for the school to explore ways to develop the range of out of class activities it provides.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Assessment of children on entry to school shows attainment for the very small number involved, varies considerably from year to year. At the time of the inspection no pupils were of Foundation Stage age. However, observation of the youngest pupils who recently

completed their reception year, together with review of past work and records, confirms that the school makes good provision for its young children. Children make good progress in personal, social and emotional development, in communication, language and literacy, and mathematical development. Progress is satisfactory in children's development of knowledge and understanding of the world, for physical development, and in creative development. Nearly all achieve the officially recommended learning goals by the time they end their reception year.

2. Because of the small number of pupils in each year group, results of end of key stage National Curriculum assessments cannot be relied on to give a secure or exact indicator of school performance, or for making comparisons with similar schools. They are statistically unreliable for making year to year comparisons of pupil or school performance.

3. Overall results of the small group of Year 2 pupils assessed in 1999, showed standards in reading to be very high, consistent with the top five per cent of schools nationally. Attainment was well above average for mathematics and science. Results of the equally small number of pupils assessed at the end of Key Stage 2³ showed standards in English, mathematics and science to be above average. Results of year 2000 assessments indicate that at both key stages, the exceptionally small number of pupils reached the standards expected of them.

4. Inspection evidence confirms that for pupils currently in either Year 2 or Year 6, attainment in English, mathematics and science, is in line with national expectations.

5. In English, pupils make good progress in speaking and listening. They achieve satisfactory standards at the end of both key stages. By Year 2, they show confidence in asking and answering questions, and are keen to read and speak aloud. By the time pupils leave the school at the end of Year 6, they use a good breadth of vocabulary when discussing items of interest, or explaining their views.

6. In reading, pupils make good progress as they move through the school, and achieve standards that are above average. At Year 2, pupils read texts that are more demanding than usual for their age. By Year 6, pupils read complex texts with expression and accuracy; they talk of character and plot, of their favourite stories and authors, and give clear reasons for preferences.

7. By the end of each key stage, standards for writing are average. Pupils write for a range of purposes and audiences. They acquire good habits in learning spellings, and use dictionaries and thesauruses to support their writing. By the end of Key Stage 2, nearly all pupils write in a fluent and clear style, and present their work well.

8. Pupils make effective use of their literacy skills in other subjects. In history, pupils research and produce interesting work on Ancient Egypt, and on Roman Britain. In geography, pupils produce informative work on India, and on the rainforests. In science, and design and technology, pupils write accounts of investigations, and write instructions and evaluations relating to items made.

9. In mathematics, pupils make sound, and, on occasions, good progress across each key stage. Work in number is satisfactory at the end of each key stage. Mental arithmetic is developed well through regular 'mental agility' activities. Numeracy skills are used to good advantage in science investigations when measuring and recording findings. Pupils measure and weigh in design and food technology, and refer to timelines in history.

³ Key Stage 2 refers to pupils in Years 3 to 6 aged seven to eleven and Key Stage 1 to pupils in Years 1 and 2 aged five to seven.

10. In science, pupils across the school make satisfactory progress. Appropriate emphasis is placed on scientific enquiry. Pupils have a broad knowledge of science, and are able to observe, experiment, speculate and use the skills of scientific enquiry. They have a clear understanding of what makes a test 'fair'.

11. Pupils make sound progress in developing their skills of information and communication technology, and at the end of both key stages, they achieve standards in line with national expectations. Pupils apply their developing skills well in other subjects. However, the school is aware of the need to develop the use of such technology to record and display work in mathematics and science.

12. In religious education, pupils make sound progress as they move through the school. At the end of both key stages, pupils achieve standards in line with the requirements of the locally agreed syllabus. By the time they leave the school at the end of Year 6, pupils have a sound knowledge of Christian beliefs, and of other world faiths.

13. Pupils make satisfactory progress in all other subjects of the National Curriculum. By the end of each key stage, their attainment is in line with national expectations.

14. All pupils on the school's register of special educational needs have individual education plans that clearly identify realistic, but challenging targets. Pupils make good progress in relation to prior attainment, and to targets set in education plans. In each class, higher attaining pupils are provided with suitably challenging work and make good progress. The same is true for the small number of pupils with English as an additional language.

15. Over the last two years, pupils' achievements in end of key stage assessments clearly reflect targets set for literacy and numeracy, in terms of the proportions of pupils reaching the expected levels when assessed at the end of Key Stage 2. The school is now working with the local authority to set realistic targets that ensure the next group of Year 6 pupils achieves its full potential in literacy and numeracy. The school has a positive attitude to the ongoing raising of standards, and the headteacher, staff and governors work together to this common end.

Pupils' attitudes, values and personal development

16. Pupils display positive attitudes to school, as was the case at the time of the last inspection. They play happily in the playground before school, lining up and entering the building in an orderly fashion when their teachers go to collect them. The great majority of parents report that their children enjoy school. Attitudes to lessons are good. Pupils listen attentively and respond with enthusiasm. They sustain concentration, on occasions despite external distractions. Pupils participate well in the wide range of activities offered to them, whether it is Years 1 and 2 reading 'The Rainbow Fish' together in literacy hour or Key Stage 2 using instruments to represent animals in a music lesson.

17. Behaviour is very good, as it was at the previous inspection. Pupils respond well to staff expectations, and the youngest children in the Key Stage 1 class quickly absorb the school's routines. They settle quickly for registration and behave very sensibly when moving about the school. In lessons, pupils respond readily but politely to their teachers and listen in considerate silence to classmates' contributions. Pupils are polite and helpful to visitors and treat the school and its equipment with respect. All the break time crisp bags are firmly put into litter bins. Play is lively but good natured. Parents have commented on the family atmosphere at play, and the way in which all pupils, regardless of gender, age, ability or origin play together. There is no evidence of any harassment of particular groups of pupils. There have been no exclusions over the preceding twelve months.

18. Pupils develop as individuals well in the school's supportive environment. Pupils have duties, such as preparing the hall for lunch, or, in the Key Stage 1 class, acting as the teacher's 'special helper'. They carry out their duties efficiently and without fuss. Older pupils are developing the skills of independent study. Groups of pupils from Years 3 and 4 were seen working on classroom computers in their lunch break or using the school information technology suite to research topics. Moral development is very good - pupils are able to empathise with those less fortunate, as demonstrated in a class discussion on the feelings of Romanian recipients of school gifts through the 'Shoebox' appeal. Younger children are able to talk sensibly about 'sharing'. Pupils are confident, for example, in reading prayers to the school in assemblies. Relationships are very good at all levels. Pupils co-operate well in pairs and groups. The rapport in classrooms between pupils and staff is very clear. Teachers value children's contributions thus giving them the confidence to 'have a go'. No-one is ridiculed for being wrong.

19. Attendance, at 98.5 per cent, is very good. This represents an improvement on the good levels noted in the previous inspection report. Unauthorised absence is nil. Pupils arrive punctually and lessons start promptly.

HOW WELL ARE PUPILS TAUGHT?

20. Good teaching is a strength of this school. Teaching was judged to be satisfactory or better in all lessons observed. Overall, it was good or better in 81 per cent, including 29 per cent judged to be very good or better, of which 10 per cent was excellent. All teachers and support assistants work very well as a team, sharing good knowledge and expertise. The high quality of teaching has a positive effect on pupils' responses and the progress they make. In addition to teaching their own class, staff teach certain subjects, including science, religious education, history and music, across the school. Through this, pupils gain from teachers' specific expertise, and staff gain a greater knowledge of all pupils as they move through the school.

21. Teachers are secure in their knowledge and understanding of subjects taught. They use this expertise effectively. Teachers are enthusiastic, and this contributes to positive, well managed classes. On many occasions, pupils' understanding is significantly enhanced by teachers' clear explanations. For instance, in a mathematics lesson, pupils in Years 5 and 6 were given a clear step-by-step explanation of how to use inverse operations to check answers to calculations. By the end of the session, pupils were using the strategy in an appropriate manner. In nearly all lessons, teachers communicate objectives clearly, ensuring that pupils fully understand what they are expected to achieve. At all times teachers have suitably high expectations, "Come on, I expect all your hands to be up," pupils in Years 3 and 4 were told following a mathematics question. Throughout all lessons, pupils are given good support and encouragement. A notable feature is the attention paid to pupils' good efforts. For example, having read to the class a short text written on the computer, a young pupil glowed with pride when told, "That's brilliant. I can see every word is spelled correctly as well."

22. Both classrooms and adjoining areas are well managed to promote learning. Teachers were observed using an appropriate range and balance of teaching strategies, including individual, group and whole class teaching to good advantage. The use of questioning techniques by staff is very effective, and has a positive effect on the development of pupils' learning, particularly speaking and listening skills. Having shared a story about amazing inventions, pupils in Year 2 provided well thought out and articulate replies to the teacher's question, "How does the mechanical dog differ from a real one?" Effective questioning of Years 3 and 4 pupils elicits good responses concerning the imagery and structure of poems they read in class. Teachers encourage the correct use of subject specific language in lessons. Good examples of this, together with questioning, occur regularly at the end of lessons, when pupils discuss what they have learnt.

23. Teachers make good use of time and resources available to advance pupils' learning. Lessons have clear objectives that build well on previous learning. Nearly all lessons start with a recap of what pupils have learnt earlier, and how this is to be developed within the session. A significant contribution to the effective teaching observed, came from the support assistants. They work in very close partnership with teachers to enhance successfully pupils' learning. Teachers ensure all those working with them have a clear understanding of the objectives, methods and resources to be used. Pupils respond well to the support given. Staff have built very good relationships with pupils, and behaviour is very good. Inspection evidence confirms parents' views that staff know pupils and their needs well, and that teachers plan for them accordingly.

24. Teaching of pupils with special educational needs is good. Individual education plans relate well to the needs of pupils for whom they are written. Staff use these plans well to meet specific needs. Relationships between staff and pupils are very good. Teachers give clear instruction, and use praise constructively. Pupils with English as an additional language receive good support with language development. As a result of this good support, both groups of pupils make good progress in relation to prior attainment. The school provides well for its higher attaining pupils. In both classes, such pupils are set suitably challenging tasks, well matched to their abilities.

25. Teaching of the daily literacy hour was judged to be good or better in all lessons observed. Sixty-seven per cent were judged very good, including 17 per cent excellent. Sessions are very well planned, with clear objectives. Interesting activities are provided for pupils, and good use is made of review sessions at the end of lessons. The most successful lessons are characterised by the enthusiasm of teachers, expressive and sensitive reading and leading of stories, and skilled questioning to ensure pupils understand texts. The quality of teaching for the daily mathematics sessions is good or better in all lessons observed, with 34 per cent being very good, including 17 per cent excellent. All lessons observed were well planned with interesting activities provided to reinforce learning. For instance, to support younger pupils' recognition and use of money, a well stocked fruit and vegetable stall was set up in the outdoor area, at which pupils used real money to make purchases. Real fruit was hung from an artificial tree, enabling pupils to 'pick their own' according to how much money they had, and then pay for it. In mental mathematics, pupils are challenged to think and use their recall of number with rapid responses. Pupils enjoy this and respond well.

26. Day-to-day planning is effective, and takes into account the wide range of pupil ages and capabilities within each class. Teachers make good use of ongoing assessment to help plan what is to be taught next. This is an improvement on the findings of the last report. Clear policy documents, together with schemes of work for each subject, help teachers plan for the systematic development of pupils' skills, knowledge and understanding as they move through the school. However, the school has no policy or scheme relating to the provision for children in the Foundation Stage of education. Whilst the school has responded to the recommendation of the last inspection to provide a marking policy, it is not being implemented in a consistent manner. On many occasions, pupils are given no guidance as to what they must do to improve. Although a small number of parents had concerns regarding the provision of homework, inspectors find that teachers make appropriate use of homework throughout the school.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

27. The school provides a broad, balanced and relevant curriculum that includes all aspects of the National Curriculum and religious education as well as successfully introducing pupils to French. Appropriate emphasis is given to English, mathematics, science, information and communication technology, and religious education. Whilst a formal policy and scheme have yet to be completed, the school provides a good programme of

study for children in the Foundation Stage. It covers all required areas of learning, and links well with the early stages of the National Curriculum. Health education, including sex education and drugs awareness is well provided for.

28. The school has responded well to the requirements of the previous inspection to improve curriculum planning. With the exception of the Foundation Stage, the school now has policies and schemes of work for all areas of the curriculum. Curriculum planning is now good. It ensures new learning is based on previous knowledge and skills. A good feature of planning is that pupils with different abilities are provided with appropriate and challenging activities. Personal development is addressed through target setting, together with opportunities for personal research or investigations, often based on pupils' own interests. A strength of the curriculum is the way in which effective links are made between subjects. Appropriate themes have been chosen to provide both interest and relevance for lessons. With the exception of science and mathematics, where computer technology is insufficiently used to record and illustrate findings of work carried out, information and communication technology is used well to support learning across the curriculum.

29. All pupils have equal access to the curriculum. The school successfully identifies and provides for the needs of higher attaining pupils. Provision for pupils with special educational needs is good and meets the requirements for the DfEE Code of Practice⁴. Individual education plans, that provide detailed targets appropriate to the needs of each pupil, are reviewed regularly.

30. The school makes good use of visitors and visits to educational centres and places to enrich learning. Some parents have expressed concern that insufficient out of school activities are provided; there being no extra activity for sports, but clubs for computers and recorders are held. The school provides an appropriate amount of homework and most parents agree with the amount and content. Overall, homework is used satisfactorily throughout the school and supports work in English, mathematics and topics such as history and geography.

31. Community links are good. The school is a member of the local federation of schools and useful joint activities enhance curricular provision for pupils and training needs for teachers. Resources within the information technology suite are used by members of the local community. Other links, such as the use of neighbouring farmland to search for historic artefacts, directly benefits school funds as well as stimulating pupils' interest and historical knowledge.

32. Provision for spiritual, moral, social and cultural development of pupils is good overall and reflects the findings of the last inspection.

33. The provision for pupils' spiritual development is satisfactory. The school fulfils the requirements to provide a daily act of collective worship. Through acts of worship and the curriculum, pupils are provided with satisfactory opportunities for reflection and to focus their thoughts. Religious education, music and art lessons make an appropriate contribution to spiritual development. Displays organised by teachers are thoughtful, presented well and are appreciated by pupils.

34. The school makes very good provision for pupils' moral development. Staff, parents, governors and pupils all have high and consistent expectations for behaviour in class and around the school. Pupils have a good understanding of right and wrong, and are actively involved in devising class rules and guidelines. Pupils are required to be polite, courteous, well mannered and trustworthy. They are encouraged to behave well and to take

⁴ The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

responsibility for themselves. Throughout the school, pupils are given responsibilities. They carry these out in a sensible manner. Pupils enthusiastically participate in a range of activities to support children overseas who are less fortunate than themselves. In lessons pupils are organised to work together and are expected to co-operate. They respond to these expectations well. Such positive attitudes make a strong contribution to the good progress seen in many lessons and learning occasions.

35. The good provision for social development has a significant impact on pupils' attitudes, behaviour and personal development. As they progress through the school, pupils broaden their perspective of working and playing with others. Nearly all lessons include an element where pupils need to work together and co-operate on a task. In class, pupils have a number of opportunities to show initiative and take responsibility for aspects of their own learning: for example when researching information. Occasional shared activities with local schools and educational visits extend this provision. Opportunities for pupils to take part in residential visits teach them many aspects of how to get on with friends in different surroundings and circumstances. Parents agree that the school promotes positive attitudes and social values.

36. Through music, French, geography and history, pupils are given good opportunities to develop their cultural awareness. Pupils take part in a limited range of out of school activities. However, they are provided with a clear understanding and awareness of different cultures within Britain, together with the main festivals and celebrations of the Christian church and other major faiths. Occasions where visitors present aspects of other cultures, together with visits made to local places of worship and educational centres, provide pupils with a positive contribution to raising their awareness of different ways of life and beliefs. Reference books and resources including artefacts covering a reasonable spread of information and stories of different peoples and their lives are made available within school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. There are good procedures for ensuring pupils' welfare and health and safety, as was the case at the last inspection. The headteacher is responsible for child protection matters. All staff, including support staff, are aware of the action to be taken in cases causing disquiet. Records of all concerns are kept. The school has a good working relationship with the relevant statutory agencies. Parent volunteers are checked by the headteacher, the community police officer talks to pupils about personal safety and the school's Internet access is screened.

38. All necessary health and safety procedures are in place. A governor and the headteacher regularly inspect the school premises and the necessary work is prioritised. Safety inspections of electrical equipment, physical education apparatus and fire apparatus are carried out. Fire drills are held regularly; there are suitable arrangements for first aid and meeting pupils' medical needs.

39. There are good systems in place for ensuring attendance. Registration is carried out promptly and effectively and registers are properly maintained. Parents are aware of the school's requirements for reporting absence and, in the event of an unexpected absence, the school will check with the child's home. If necessary, the services of an education welfare officer are available. The headteacher reminds parents of the undesirability of taking family holidays in term time. The major factor, however, in securing very high attendance levels is the positive atmosphere in school. Parents have confidence in the school and children enjoy attending.

40. Procedures for promoting high standards of behaviour are good. There are rules, which pupils helped to draw up, but rules do not play a significant part in achieving the high standards of behaviour observed. Pupils behave very well because it is expected of them and because the ethos of the school encourages and reinforces good conduct. Stickers, in Key

Stage 1, and house points for Key Stage 2 pupils, are awarded for positive attitudes, work and behaviour. Instances of bullying, whilst rare, are dealt with by the headteacher immediately. Harassment of a sexual or racial nature is unknown.

41. The school has responded well to the recommendations of the last inspection to devise and Implement an assessment policy. Procedures for assessing pupils' academic attainment and progress are now good. This is particularly so in the core subjects of English, mathematics and science. Here, good records are kept, indicating how well pupils have achieved and where they have problems. This information is then used well to set individual and class targets for raising levels of attainment. Whilst the majority of assessments in other subjects are carried out informally, the family atmosphere of this small school means that teachers know individual pupils very well. They are aware of their needs and support them in a positive way. Teachers carry out assessments at particular points of pupils' time in school, including baseline profiles on entry, statutory assessments at ages seven and eleven, and optional assessments in Years 3, 4 and 5. Individual profiles of pupils' work are kept, and are organised well to show pupils' progress over time. The school is now working with other schools within its cluster group to prepare moderated portfolios of work in English, mathematics and science, to support staff in assessment procedures. Pupils with special educational needs are identified and supported well, as are higher attainers and those with English as an additional language. Whilst the school has complied with the recommendation of the last inspection to provide a marking policy, it is not yet implemented in a consistent manner. Although work is marked regularly, pupils are not always given sufficient guidance as to what they must do to improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The school has developed good links with parents. It provides good quality information including an informative prospectus. Regular newsletters are issued, giving parents good notice of school events and keeping them informed of staffing matters. The newsletters do not, however, give advance notice of topics children will be studying. Parents of children with special educational needs are fully involved in reviews of their children's progress. These parents are particularly happy with the school's work with their children. Parents are happy with pupils' annual reports, which meet statutory requirements. The reports demonstrate a good knowledge of pupils' personal development. Parents have a yearly formal consultation meeting with staff, which follows the issue of children's reports. The majority of parents considered that one meeting was enough, as staff are available for informal consultation every day. Inspection evidence confirms this view. Parents and teachers were observed after school talking at length about the children. Staff have a very good knowledge of their pupils.

43. Parents make a significant contribution to the life of the school, both at home and in school. Parents are encouraged to offer their expertise in school, through activities such as helping in class. They form working parties to improve the grounds, laying turf for example and cleaning out the pond. An active Friends Association raises funds, which are spent for the benefit of pupils. The Association purchased the play house for infant children's use. At home, parents support the school through the homework policy. Pupils in Key Stage 1 have home-school notebooks. Older pupils have homework diaries and all pupils have home-school reading records. These records act as useful vehicles for home-school dialogue.

44. Parents are very supportive of the school. Nearly all parents returned the pre-inspection questionnaire and their responses were very favourable. Parents appreciate the approachability of staff, the family atmosphere in the school and the absence of any sort of bullying or threatening behaviour. A majority of parents, however, was unhappy about the range of activities outside school. There is a computer club and a recorder group. Year 6 pupils are offered a residential visit and, in conjunction with other small village schools in the neighbourhood, visits to Norway and France are offered. However, the school should explore ways to expand the number and range of extracurricular activities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The previous report found the headteacher gave strong and effective leadership. Inspection evidence confirms this has been maintained. She sets a clear direction for the school's development, based on her awareness of the needs of pupils. She receives good support from hard working staff, who, along with an involved and supportive governing body, share a commitment to providing quality education. This results in the school having a clear set of aims, values and policies that are reflected in its day-to-day life. In line with their stated aims and mission statement, staff and governors have established a positive and caring ethos that supports and promotes pupils' learning.

46. Together with the governing body, the headteacher manages the school well. Day-to-day management and organisation are good. Roles and responsibilities are well defined, and staff have specific management responsibilities that support the school well. Written communication, regarding all aspects of school life is regular and informative. This aspect of management is undertaken well, has a positive effect on pupils' attainments, and is appreciated by parents.

47. Management of the curriculum is delegated to teaching staff, who take responsibility for co-ordinating a number of subjects or aspects of school life. The school has responded well to the recommendations of the last report to develop monitoring of both teaching and curriculum. All teachers are now involved in planning and resourcing, together with evaluating standards that pupils achieve. Monitoring of teaching across the curriculum is now undertaken by the headteacher, through a programme of classroom observations.

48. There is regular and productive communication between the headteacher and chair of governors. The governing body is supportive and committed to raising standards. Committees, covering a range of management areas, meet regularly. In addition to discussing policies and documents, through visiting, observing and working alongside pupils, collectively, governors have a sound working knowledge of the school's provision for the National Curriculum and the standards pupils achieve. Each governor has recently been linked with a specific subject. Whilst at an early stage of development, it is intended that governors will visit school to observe 'their subject' being taught in order to develop further their understanding of the curriculum.

49. The preparation of the school development plan is well managed, with governors and staff successfully involved. The resulting document is of good quality, being clear and well structured. It establishes relevant priorities, responsibilities and resource requirements. It clearly states the criteria that will be used to evaluate success. In contrast to the findings of the last inspection, the development plan is now monitored and evaluated on a regular basis.

50. The governing body meets its statutory obligations fully. The school complies with requirements relating to the Code of Practice for the identification of pupils with special educational needs, and ensures equality of access to the curriculum. The school has a helpful special educational needs policy that conforms with the Code of Practice, and informs the management of special educational needs provision. The provision is well managed by the recently appointed co-ordinator. Requirements relating to daily acts of collective worship were inspected by a representative from the Diocesan Board of Education, and reported on separately.

51. There are sufficient, appropriately qualified and experienced teachers to meet the requirements of the National Curriculum, religious education, and special educational needs. Professional development of staff is linked well to the school development plan and includes training for National Curriculum initiatives. The previous inspection noted that teachers new to the school failed to receive adequate support during their induction period due to the very heavy teaching commitment of the headteacher. This matter has been fully addressed with

the headteacher having a reduced teaching commitment. An appropriate number of learning support assistants are well deployed and are very effective, making a strong impact on standards achieved. Staff responsible for administration, premises upkeep and school meals, contribute well to the smooth running of the school.

52. Since the last inspection, governors and staff have successfully remodelled and improved the school's internal accommodation together with its outdoor provision. Classrooms are of good size to support delivery of the curriculum. Pupils now benefit from a well equipped information technology suite, together with rooms for design and food technology. However, space taken for the suite has been at the expense of the library. Despite being sufficiently well stocked, the restricted space inhibits the library's full use as a learning resource. Whilst the hall is small, a large field adjoining the school greatly supports pupils' learning in physical education. Resources are satisfactory overall, with particular strengths noted for information and communication technology and provision for children in the Foundation Stage.

53. The standard of financial planning and management, together with that of financial control, is good. The small number of recommendations for improvement, raised by the school's last audit of its financial management systems, has been addressed in full. Governors are closely involved in budgetary matters, and all expenditure is carefully targeted and used appropriately. In keeping with the school's good application of the principles of 'best value', all spending decisions are evaluated for cost effectiveness in terms of their impact on the quality of education. This marks an improvement on the last inspection.

54. The school's unit cost per pupil is well above average. However, when taking into account: pupils' attainment on entry and the good added value in terms of standards when they leave; the quality of the school as a community and the education it provides; the effective deployment of staff and use of resources, Welford and Wickham Church of England Primary School gives good value for money. This is an improvement on the 'sound' judgement of the last report.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In the context of its strengths, in order to improve the school further, governors, headteacher and staff should now:

- **Extend** opportunities for pupils to apply their skills of information and communication technology when presenting and illustrating findings of investigations in mathematics and science.

(Paragraphs: 11, 26, 28, 78, 86, 107.)

- **Provide** a policy and scheme of work for the provision of children in the early years, taking into account recent curriculum guidance for the Foundation Stage of education.

(Paragraphs: 27, 63.)

- **Implement** the school's marking policy in a consistent manner, ensuring pupils are given clear information as how to improve their work.

(Paragraphs: 26, 41, 71, 80.)

- **Investigate** ways in which the library can better fulfil its role as a resource for learning; particularly with regard to the promotion and development of pupils' research skills.

(Paragraphs: 52, 69, 72.)

- **Explore** ways to improve the number and range of out of class activities.

(Paragraphs: 44)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

21

Number of discussions with staff, governors, other adults and pupils

8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	19	52	19	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	40
Number of full-time pupils eligible for free school meals	2
Special educational needs	Y1 – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	7
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	1.5
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at end of Key Stage 1 and Key Stage 2

In view of the number of eligible pupils in both key stages being under ten, the tables showing the proportions of pupils achieving the expected levels at each key stage are not published.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0

White	28
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y1 – Y6

Total number of qualified teachers (FTE)	2.7
Number of pupils per qualified teacher	14.81
Average class size	20

Education support staff: Y1 – Y6

Total number of education support staff	2
Total aggregate hours worked per week	45

White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1999-2000
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	£
Total income	122009
Total expenditure	112346
Expenditure per pupil	2613
Balance brought forward from previous year	2545
Balance carried forward to next year	12208

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	40
Number of questionnaires returned	38

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	3	0	0
My child is making good progress in school.	50	45	3	0	3
Behaviour in the school is good.	61	34	0	0	5
My child gets the right amount of work to do at home.	24	58	16	0	3
The teaching is good.	73	22	0	0	5
I am kept well informed about how my child is getting on.	51	38	5	3	3
I would feel comfortable about approaching the school with questions or a problem.	71	21	5	3	0
The school expects my child to work hard and achieve his or her best.	70	27	0	0	3
The school works closely with parents.	65	22	8	3	3
The school is well led and managed.	74	21	0	0	5
The school is helping my child become mature and responsible.	59	27	11	0	3
The school provides an interesting range of activities outside lessons.	17	14	54	11	3

Due to rounding percentages above may not equal 100.

Summary of parents' and carers' responses

The findings of the questionnaire reflect the feelings of parents who attended the pre-inspection meeting with the Registered Inspector, in that they give strong support for the school. Parents commented on the good quality of care and support provided. They appreciate they are made to feel welcome. Parents are pleased behaviour is good, that their children enjoy coming to school and make good progress. A small number have concerns regarding the amount and regularity of homework. The large majority of parents felt the range of activities provided for pupils outside of lessons was too limited.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. Children join school at the start of the term following their fifth birthday. Assessment on entry shows attainment for the very small number of children involved, to vary considerably, as does their pre-school experiences. By the time they enter Key Stage 1, the majority achieve the officially recommended Early Learning Goals for each area of learning. At the time of the inspection, no pupils were of Foundation Stage age. Inspection findings relating to the provision for this stage of education are made through discussions with staff and a review of planning. Judgements concerning attainment and progress made through the stage were gained through review of past work, and observation of the youngest pupils who recently completed their reception year, and are now in Year 1 of the National Curriculum.

57. Good progress is shown in personal, social and emotional development. Youngest pupils come into school confidently and show clear indications of enjoying their work, settling quickly into the routines of the day. All take an active part in a variety of self chosen and adult led activities. They are very well behaved and sustain concentration very well when working. Young pupils play well with others, share and take turns. They respond well to adults; follow instructions, listen carefully to what they are told, and begin activities eagerly. The several activities planned for food technology provide children with opportunities for observation, language development and preparation skills, together with an awareness of the importance of washing hands before handling food.

58. Children make good progress in communications, language and literacy. Many opportunities are provided for them to speak and listen to adults and to each other, in groups or as a whole class. Through carefully chosen stories, children recognise an increasing number of words in familiar contexts. They learn the letters of the alphabet, and associate sounds with them. Several higher attainers read texts from the school's reading scheme. Those children who have recently left reception, have good book skills, they handle books well. They understand the difference between fiction and non fiction, and know the terms 'author' and 'illustrator', correctly explaining what each does. Evidence shows children carry out 'pretend writing' as part of their everyday activities as they make lists, and write down telephone messages. By the end of reception, the majority write simple sentences correctly. They learn the correct way to shape letters and copy examples of writing with increasing control.

59. Progress in mathematical development is good. Children recognise, count and use numbers to ten and beyond. They sing and play a range of number rhymes and finger games to reinforce understanding. Through a variety of carefully directed activities, children develop their understanding and capability regarding addition and subtraction. They sort objects in a variety of ways, for instance, by colour, shape and size; by threading objects and repeating patterns. Children learn and use correct mathematical language for simple shapes, and compare measurements such as more than and less than. They arrange objects in size order, and construct pictograms relating to information they have collected about their class. Children become familiar with handling and identifying coins, and put this into practice in role play activities. They develop an awareness of capacity and volume through regular play tasks with sand and water. In so doing, they learn and use quantitative words such as empty and full.

60. Children make sound progress in developing knowledge and understanding of the world. They learn about their environment, observe and discuss the weather, and understand why we wear different types of clothes for each season. Children's understanding of chronology is helped by observing and discussing a range of artefacts, including toys from

years gone by. They conduct simple investigations concerning their senses, and explore the textures of materials. Children have good provision to develop their confidence and expertise with computers. They use the keyboard and mouse to control and move items on screen, and make effective use of commercial programs to draw and paint pictures directly to screen.

61. Progress and provision for physical development is satisfactory. Youngest pupils have made sound progress in fine motor skills, handling small construction materials, tools and malleable materials safely and with increasing control. Appropriate provision is made for outdoor structured play. Children have an appropriate range of equipment on which to ride, balance and explore. In so doing, they grow in confidence and develop a willingness to share and take turns.

62. Children make satisfactory progress in creative development. They use a range of media to draw, paint, print and make models. Children have good opportunities to create small imaginary environments, and act out scenes in them, exploring ideas and feelings. Staff plan many structured role play activities to develop children's imagination, language development, personal interaction and negotiating skills. Children learn a range of rhymes and songs, to sing from memory, and learn the importance of keeping a rhythm. They discover the effect that singing quietly or loudly has on a song.

63. Whilst the school makes good provision for its young children, it has yet to provide either a policy or a scheme of activities to address the requirements of children in the Foundation Stage of education. Good procedures are in place to support children's induction into school. A thorough assessment of children's skills and understanding is carried out during their first half term at school. This information is then used to inform subsequent planning and teaching. Children's systematic development in learning is aided by detailed record keeping and ongoing assessment.

ENGLISH

64. Arrangements for English are thorough; pupils' learning is good, and provision for teaching the National Literacy Strategy is effective. The requirements for both literacy and the National Curriculum are met successfully.

65. By the end of both key stages, pupils' attainments in English are in line with national expectations in speaking, listening, and writing. They are above average in reading. Assisted by good, and frequently very good, teaching across the school, a minority of pupils reach above average standards in listening, speaking and writing in each of the year groups. The majority of pupils, including those with special educational needs, or with English as an additional language, make good progress for their age and capabilities.

66. Because of the small numbers of pupils in most year groups, results of 1999 National Curriculum assessments of pupils aged seven and eleven years of age, are statistically unreliable when comparing the performance against national results, or those of similar schools. However, overall results for reading for the very small number assessed at Key Stage 1 were very high, and well above average for writing. At Key Stage 2, overall standards for the equally small number of pupils were above average. The trend over the last four years reveals that the school broadly sustains national averages. Results of the national assessments for year 2000, indicate that average standards were achieved by the extremely small groups assessed at each key stage. In view of the very small numbers of pupils involved, statistical comparisons are not made.

67. Inspection evidence shows the quality of learning to be good. Since the last inspection the school has concentrated on developing its provision for the teaching of literacy. The National Literacy Strategy provides the main programme by which teachers plan English

lessons across the school. The school is using the strategy to good advantage with regard to pupils' learning and achievements, and for the subject's continued development.

68. Across the school, pupils' speaking and listening skills are average but there is a significant minority with well above average breadth of vocabulary. Nearly all pupils are attentive and listen with considerable interest in lessons, contributing to discussions with confidence and a breadth of vocabulary. Staff successfully use the structure of literacy hour to provide good opportunities to involve pupils in oral work. For example, in response to a trade magazine, pupils in Years 5 and 6 made good progress in their ability to share opinions about persuasive writing used in advertisements. Pupils in Key Stage 1 were given good opportunities to enter into dialogue when buying fruit and vegetables from a market stall set up outside the classroom, and at a 'pick your own orchard', where lively discussions between the farmer and customers ensued. Further imaginative opportunities are planned to develop vocabulary and number skills by the imminent opening of a 'bakery' in the playhouse.

69. At the end of both key stages, standards in reading are above average. Across the school, pupils read with fluency, expression and accuracy. Higher attaining pupils have good higher order reading skills, such as predicting what comes next in a story. The last report criticised the lack of a good phonic structure within its teaching of reading. The school has successfully addressed this issue. As a result, nearly all pupils successfully apply phonic strategies to decode new words. All pupils are involved in reading activities in literacy time, and strong efforts are made by the school to encourage reading at home. The majority of pupils understand the purpose of an index and how a glossary explains specialist words. They state their enjoyment of reading, and talk of their favourite books and authors. Many give clearly stated reasons for their preferences. Whilst pupils' research skills, using the Internet are good, referencing and research skills using books, although satisfactory, are not as well developed as they could be. This is due, in part, to lack of easy access in using the school library.

70. At the end of each key stage, pupils have average standards in writing. Pupils across the school write for a range of audiences and purposes. By the time they leave school at the end of Year 6, high attaining pupils write in a fluent style, using correct punctuation. Nearly all pupils respond well to the broad range of reasons for writing, and enjoy composing poems or writing accounts and stories. Literacy skills are applied well in other subjects. Work in science, geography and history provides good opportunities for purposeful writing. The quality of handwriting is satisfactory. By the end of Key Stage 2, nearly all pupils write in a neat, cursive style. Computer equipment is beginning to be used most effectively for research and language development including writing and word processing.

71. The quality of teaching was judged to be very good in 67 per cent of lessons observed, including 17 per cent excellent; the remainder being good. Teachers have good subject knowledge and use it well. Lessons are very well planned and proceed at a brisk pace. All pupils, including those with special educational needs, and pupils with English as an additional language, are provided with an interesting range of activities that are well matched to their level of attainment. Teachers explain objectives and expectations clearly to pupils, and give them constructive oral feedback about their work during lessons. However, written marking of work is inconsistent, and on many occasions pupils are given insufficient indication of what they must do to improve. Teachers lead and read stories and written passages well, and use questioning skilfully to ensure pupils understand texts. Very good use is made of support staff in lessons. They are consistently well briefed about their roles and make a valuable contribution to the raising of standards. Teaching for those with special educational needs is good; particularly when work which is carefully matched to each pupil's stage of development and backed up with frequent checks by teachers or assistants. Since the last inspection, the school has improved its use of assessment both to help determine what is to be taught next, and to provide a thorough picture of individual pupil's progress. Procedures for this are now good.

72. The co-ordinator manages the subject well. Clear and helpful documentation is in place to support teachers' planning for the required curriculum. The school is now in the process of working with its federation of schools to provide a portfolio of levelled and annotated work to support further its assessment of pupils' work. Whilst resources for reading and the teaching of literacy are satisfactory, the library is underdeveloped as a resource for learning. Space taken from the library area for the provision of the computer suite, has had a negative impact on the organisation of books, and left insufficient room for pupils to work in the library.

MATHEMATICS

73. In view of the small number in each year group, very few pupils are assessed in mathematics at the end of Key Stages 1 and 2 of the National Curriculum. As a consequence, such results cannot be relied upon to be a secure indicator of school performance when measured against national averages, or results of similar schools. They are equally unreliable for making year to year comparisons. However, over the last four years, overall results for those pupils assessed at each key stage, show standards to be at least in line with standards expected for their age, and consistent with national trends for improvement.

74. Inspection evidence, based on lesson observations, review of past work, together with a review of teachers' planning, confirms that all pupils, including those with special educational needs, and with English as an additional language, make satisfactory, and, on occasions good progress as they move through the school. Attainment for the very small number of pupils currently at the end of each key stage, meets national expectations. Across both key stages, a greater emphasis has been placed on mental arithmetic, as prescribed by the National Numeracy Strategy. The subject has maintained its position since the last inspection, and all requirements of the National Curriculum are met.

75. Pupils' ability to use and apply mathematics in problem solving is satisfactory at the end of each key stage. At Year 2, pupils make decisions about what they can afford to buy in their 'shops', and the combinations of purchases, and coins to use. They undertake a range of investigations relating to measures, which they record appropriately. Across the school, pupils' skills are well developed through daily mental agility activities at the start of lessons. In Year 6, pupils display confidence in explaining their mathematical thinking. For example, a pupil gave a clear step-by-step explanation of how she calculated a cleaner's wages over a given period of time.

76. By the end of both key stages, pupils' skills and understanding of number are in line with expectations for their age. At the end of Key Stage 1, they have a sound understanding of place value. Pupils understand odd and even numbers, and read, write and order numbers to 100 and beyond. They add and subtract using hundreds, tens and units; carry out simple multiplication tasks; and divide groups and objects into halves, thirds and quarters. Pupils successfully write number sentences and demonstrate their growing understanding of number bonds. When working with money, pupils understand equivalent values of coins, and make purchases or sales, often giving as few coins as possible when offering change. By the end of Key Stage 2, pupils add and subtract to thousands, and multiply and divide three digit numbers by those with two digits, checking their answers by inverse operations. Pupils demonstrate clear understanding of fractions, decimal fractions and percentages, using them to calculate sums of money, numbers and other measures. They understand and identify square numbers, and investigate and create simple formulae to support calculations.

77. Pupils have a satisfactory understanding of space, shape and measures by the end of each key stage. At Key Stage 1, pupils know and name two-dimensional and three-dimensional shapes, and name their properties. Pupils measure with appropriate accuracy, using length and weight. They have a good understanding of reflective symmetry, and identify

lines of symmetry in different shapes. Standards are maintained throughout Key Stage 2. Pupils construct, measure and draw accurately a range of angles and triangles. They calculate area, perimeter and volume, and develop their understanding of symmetry by using 'logo' style programs.

78. Attainment in data handling is satisfactory at the end of both key stages. Pupils in Key Stage 1 collect a range of interesting information and facts, which, after collating, are transformed into pictograms and graphs. In all instances, pupils not only use graphs to illustrate their findings, they use them to answer questions about their work. By the end of Key Stage 2, pupils illustrate results of their activities, through tables and a range of graphs. A good example of this application was pupils' investigations into noise pollution around the school. However, insufficient use is made of information and communication technology in handling and presenting data. Nearly all accounts of investigations, together with graphs, are written or drawn by hand. When analysing statistics from graphs and tables, pupils calculate and understand average, mode and median.

79. Pupils' attitudes to mathematics were very good in half the lessons observed, and good in the remainder. Pupils behave well and work hard. They take part enthusiastically in the 'mental agility' sessions. They listen attentively to teachers' instructions, and willingly join in question and answer sessions. Pupils settle quickly to work and sustain interest and concentration in the main part of the lesson, and confidently talk about their work at discussion time during the final part of the session.

80. The school has successfully implemented the National Numeracy Strategy, and has used its structure to good advantage. Teaching was judged to be very good or better in 34 per cent of lessons observed, including 17 per cent excellent. The remainder was good. Teachers have good subject knowledge, and have high expectations for all pupils. They provide challenging tasks that are interesting and well matched to pupils' levels of attainment. Well planned use is made of classroom assistants to support pupils' learning. Whilst staff give ongoing support, encouragement and direction during lessons, marking of pupils' work, including expectations regarding presentation, is inconsistent. Comments on work do not always give clear indications of what pupils must do to improve. Teachers know the individual needs of pupils well. They use knowledge, together with effective ongoing assessment, to help plan what is to be taught next. To support assessment further, the school is at the early stages of preparing a levelled and annotated portfolio of pupils' work in mathematics.

81. Numeracy skills are applied well across the curriculum. Time lines are referred to in history; work in science is often supported by numeracy skills as pupils create graphs and record their findings during investigations. In food, and design and technology, pupils apply numeracy skills as they weigh ingredients, and measure, mark and cut materials accurately for their projects.

82. The co-ordinator manages the subject well and provides colleagues with good support for its continuing development. The school benefits from having a clear policy and scheme of work to develop pupils' skills, knowledge and understanding as they move through the school. Resources are satisfactory, and used effectively to support learning.

SCIENCE

83. Over the last four years, overall results for end of key stage assessments in science, have compared favourably with national figures, and reflect the national trend regarding improvement. Results for the very small number of pupils assessed at each key stage for year 2000, show all those assessed to have reached the levels expected of them. In view of the extremely small numbers involved, no comparisons are made with national figures, or of results of similar schools.

84. Due to the school's timetable arrangements, no lessons could be observed. However, review of pupils' work, discussion with pupils and staff, together with a review of planning, confirms that all requirements of the National Curriculum are met. Pupils make satisfactory progress as they move through the school, and, currently in Years 2 and 6 pupils attain standards in line with national expectations. At both key stages, pupils have a broad knowledge of science, and are able to observe, experiment, and use the skills of scientific enquiry.

85. At Key Stage 1, science is incorporated throughout the broader curriculum very well. Cooking, sorting and making comparisons of objects and materials form a natural part of the everyday work of young pupils in the school. A broad range of activities, such as investigations into floating and sinking, builds up a satisfactory knowledge of the behaviour of different objects. Interest is generated by pupils' personal experiences outside of the classroom. For example, discussion about a visit to the new Biodome at St Austell extends pupils' knowledge of a broader world.

86. Teachers provide appropriate opportunities for pupils to carry out investigations throughout Key Stage 2. A recent study of the properties of different soundproofing led to pupils having a clear appreciation of the links between insulation, vibration, air, and volume of noise. Pupils begin to make suggestions as to how an idea may be tested, and demonstrate a clear understanding of what makes a test 'fair'. In a range of activities reviewed, including an investigation related to how sound travels, pupils devised a number of ways to ensure the enquiry was undertaken in a fair manner. Whilst all age groups within the class carry out the same investigations, there is sufficient variation of what pupils are expected to do, depending on the pupil's level of attainment. Opportunities for data collecting and making predictions or discoveries from the figures are satisfactory. Whilst there are good links with other subjects, including weather patterns in geography, observational drawing of plants, together with speaking and listening when explaining observations and activities undertaken, the use of computers to illustrate and record results of investigations is underdeveloped.

87. In addition to a satisfactory range of resources, the school benefits from a small environmental area and pond. Whilst these have yet to be used to their full potential as a focus for science, the school has good plans for developing its grounds to support and extend pupils' learning.

ART

88. All pupils, including those with special educational needs, make satisfactory progress in art, and, at the end of each key stage, achieve levels of performance in line with national expectations. At the time of the last inspection, standards were reported to be high. Emphasis on the core curriculum of English and mathematics has resulted in fewer opportunities being made for this subject. Pupils' achievements in colour mixing and painting are satisfactory across the whole age range. Pupils make sound progress in the use and control of pencils, crayons and chalks in their line drawing, and in skills of observation as seen in their noteworthy drawings of shoes. Examples of pupils' work on display show careful application of a range of media including impressive watercolour studies of flowers.

89. Whilst pupils' personal sketchbooks do not give a clear enough indication of frequent use, nor in the practice and extension of ideas, review of work shows pupils are provided with a satisfactory range of creative experiences including clay, collage and computer generated art. A good example is noted in the unaided work of pupils in Years 1 and 2. Here, a lively and colourful interpretation of 'stained glass' was made, to provide a backcloth for an enactment of a Christening ritual. Other work by pupils showed satisfactory achievements in drawings of the school buildings; patterns and textures.

90. The small amount of teaching observed, was judged to be good. Pupils showed enthusiasm for their work, listened attentively, and worked sensibly throughout the lesson. Their work is valued and displayed attractively. There is a good range of illustrative pictures and portraits around the school to enhance the environment and stimulate interest.

91. The overall provision for art makes a sound contribution to pupils' creative development. However, there is scope for development in aspects of the curriculum including, non Western influences, together with art history. A policy and scheme of work are in place to support teachers' planning. Informal assessments are kept on pupils' skills and art experiences.

DESIGN AND TECHNOLOGY

92. No design and technology lessons could be observed during the inspection. Evidence drawn from a review of pupils' work, teachers' planning, and discussions with pupils, confirms that all pupils, including those with special educational needs, make satisfactory, and, on occasions, good progress as they move through the school. By the end of each key stage, attainment is in line with national expectations. The planned curriculum meets requirements of the National Curriculum. Whilst the school has maintained the quality of work noted at the time of the last inspection, it has, since then, significantly improved the provision for the subject. Pupils now benefit from the use of a small design and technology room, together with a well equipped kitchen for food technology.

93. By the end of Key Stage 1, pupils discuss ideas and use annotated drawings to help work them out. They have a sound understanding of the sequence of planning, designing, making and evaluation of the finished product. Pupils design and make a good range of artefacts, including fans, masks and pencil pots. Prior to making, pupils prepare step-by-step instructions on how they will proceed, as when they design and make purses. As part of their work in religious education, pupils design and make badges and cards to celebrate a role play Christening they undertook in class. On completion, they evaluated items, stating how they might be improved. Throughout the key stage, pupils are introduced to a wide range of materials, and are given good opportunities to learn appropriate uses for each, and the various ways they can be joined.

94. Pupils at Key Stage 2 build well on what they have learnt earlier. They prepare detailed design briefs for the construction of shoes, food and drink cartons, and burglar alarms. Pupils clearly identify the resources to be used, instructions for making, together with sketches for different stages of development. All products are thoughtfully evaluated on completion. Pupils successfully applied their understanding of electrical circuits when constructing an alarm system. They incorporated a pressure pad that completed the circuit and activated the alarm. Pupils successfully take up a design challenge that requires them to build a structure that holds an egg as high as possible from the floor. Pupils use their skills of planning and making to good advantage when working with a visiting environmental artist. They work collaboratively to construct a willow structure of a man, within the school grounds.

95. At both key stages, a range of food technology activities provides pupils with opportunities to practise food preparation skills, develop subject specific language, and discuss issues of hygiene. Pupils talk with enthusiasm about tasks they have undertaken, and clearly enjoy activities provided for them.

96. The subject is managed well. Teachers benefit from a useful policy and a scheme of work incorporating recent National Curriculum guidance. The documentation supports planning, and ensures the subject is covered in a thorough and sequential manner. Teachers undertake ongoing assessment of pupils' understanding and performance in respect of specific skills, and ensure pupils have a clear understanding and awareness of safety when handling tools.

GEOGRAPHY AND HISTORY

97. By the time pupils leave the school aged eleven, achievements in both geography and history are in line with national expectations. This is similar to pupils' attainment at the time of the last inspection. Most pupils make sound progress in each year group. Good links are made with other subject areas. The locality is a rich resource for geography and is selectively used by the school to support learning. In history, pupils learn well and develop a clear sense of chronology.

98. Evidence shows that, by the end of Key Stage 1, pupils appreciate that life in the past was different from the present. They examine the fabric of the school buildings and observe changes in materials and styles according to age. They understand how they themselves have changed over time. Scrutiny of pupils' notebooks shows that both history and geography provides a good focus for pupils to develop literacy skills. For example, in a discussion following information about the nearby Roman road, Ermine Street, pupils formulated ideas about the importance of routeways and their influence on trade and commerce. Pupils study the local environment, which contains archaeological evidence of Roman occupation, and English Civil War remains. Some pupils take part in a hunt for artefacts using metal detectors. Their findings provoke much excitement and interest.

99. Geography lessons develop pupils' awareness of place. They draw maps to show features within their village and further afield. By the end of Year 6, pupils' learning is broad and relevant. They have good experience of a wide range of topics linked to physical and human geography. They have a secure understanding of weather patterns and local surroundings. Most pupils have a clear awareness of the function of a map and where their village is located. They recognise with acceptable accuracy the continents and the locations of countries being studied. From line maps pupils show satisfactory skills in locating physical features, such as hills and valleys. They contrast these with studies of mountainous regions in other parts of the world such as Lebanon and the Himalayas. A minority of pupils has a good appreciation of weathering and erosion.

100. By the end of Year 6, pupils have good experience in the use of timelines. They have studied Tudors; inventions of the twentieth century; and learnt about ancient civilisations. Pupils study Victorian England, with visits made locally. There is an emphasis on role play, which is effective in helping pupils remember important historical facts about former societies. Pupils develop their enquiry skills well, as they research approved Internet sites for information.

101. Teaching of both subjects is at least satisfactory across the school. Teachers have appropriate knowledge and understand the skills to be taught. The quantity of recorded work is appropriate across the school, but some pieces of work remain unfinished. In a good lesson which included all four of the oldest year groups, teaching provided considerable challenge. Pupils had to concentrate hard to prepare itineraries and equipment for different holidays. Good resources were amply provided so that pupils sustained interest and received good support. Good use was made of computers to research different weather conditions across the world.

102. Planning for the curriculum for both subjects is satisfactory and good use is made of artefacts, the local environment, and educational visits to museums and farms to enhance the curriculum. However, some maps and globes are out of date, and, considering the recent changes in national boundaries, updating is an area for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

103. Limited direct teaching of information and communication technology was seen during the inspection. However, observation of pupils at work, review of teachers' planning and records, together with scrutiny of pupils' work, confirms that all pupils, including those with special educational needs, make satisfactory and, on occasions, good progress. By the end of both key stages, standards meet national expectations. Since the last inspection, the school has significantly enhanced its resources for the subject. Pupils benefit from a new community computer suite, together with a good ratio of computers to pupils. All requirements of the National Curriculum are met.

104. At both key stages, pupils experience keyboard and mouse operated control systems. Across the school, pupils operate tape recorders to listen to pre-recorded stories and music and to record items themselves. Pupils in Key Stage 1 understand the importance of switches, buttons and keys in operating functions of basic household items. Those at Key Stage 2, clearly appreciate the importance of computer technology, and our increasing reliance on it for many aspects of everyday life.

105. Computers are in operation for much of the day, providing pupils with good opportunities to develop their technology skills. By the end of Year 2, pupils' word processing skills enable them to combine graphics and text. They alter the size and position of objects on screen, save and print work, applying skills well to a clear understanding of programs used. By Year 6, pupils draft, edit, alter size and style of letters. Good examples of the application of these skills are seen in the production of research topic books on a range of subjects, including animals and cartoon characters. Pupils make very good use of clip-art, graphics, borders and bullet points to enhance presentation. When producing pages for the school's impressive web site, in addition to giving well presented and interesting information about the school, pupils include images imported from digital cameras, or those scanned from conventional photographs. Text handling skills are used to present work in other subjects, including history and geography. Pupils successfully apply their computer skills when using CD based encyclopaedic programs to support learning. They regularly research approved Internet sites to gain information to support learning. As part of their studies on how climate affects human activity, pupils in Years 5 and 6 were observed accessing the Meteosat database to gain the latest global weather information. Pupils use electronic mail for the interchange of information; correspondents include a school in Norway. Whilst the school has recently set up video-conferencing facilities, this aspect of communication is at a very early stage of development. At both key stages, effective use is made of commercial programs for pupils to design, draw and paint on screen.

106. Pupils have satisfactory opportunities to investigate control technology. Key Stage 1 pupils use a programmable toy to enter directions for it to follow. Such activities reinforce understanding of direction, angles and distance, as well as developing skills associated with writing sequenced commands for the toy to follow. At Key Stage 2, pupils use 'logo' style programs to devise and draw repeated sequences. They use computers to program and control small vehicles built from construction kits, and use programmable keyboards to compose, record, superimpose and play back music.

107. Whilst pupils at both key stages use computers for basic numeracy activities, evidence of pupils' use of them to produce graphs, or for data collection and handling within spreadsheets, is limited. At Key Stage 2, pupils' computer technology skills have yet to be applied sufficiently to mathematics and science. In direct contrast to quality computer generated presentations in other subjects, pupils write accounts and findings of investigations, and draw graphs and tables of results by hand.

108. Pupils clearly enjoy their information and communication technology activities, and are eager to apply their developing skills. They work sensibly, either by themselves or in pairs, treating resources with care. Teaching in the few lessons observed was satisfactory. Teachers are secure in subject knowledge and provide pupils with clear and effective explanations and demonstrations. Praise is used well to encourage and motivate pupils. At

other times, when pupils require assistance, adults' responses demonstrate confident expertise.

109. The subject is managed well by an enthusiastic and talented teacher who provides very effective support for her colleagues. In addition to a useful policy, a clear scheme of work, incorporating recent National Curriculum guidance, assists in planning the step-by-step progression in pupils' learning. A thorough programme of ongoing assessment records pupils' skills across the several elements of the required curriculum.

MUSIC

110. In addition to two music lessons observed, review of planning together with discussions with staff and pupils, confirms that by the end of both key stages, pupils' attainment in music is in line with national expectations. All pupils, including those with special educational needs, and pupils with English as an additional language, play their full part in all activities, and make satisfactory progress as they move through the school. The planned curriculum meets the full requirements of the National Curriculum.

111. Music ranging from the classics to modern works is used to good advantage to set the mood for assemblies and lessons. Pupils listen attentively and reflect on the music and themes they portray. Such music reflects a variety of times and cultures, adding well to pupils' cultural development. Pupils learn about various composers and the countries from which music originates, as part of assembly.

112. At each key stage, pupils sing clearly, enthusiastically, and in tune. Pupils in Key Stage 1 pay close attention to their teacher who conducts their singing when participating in a number of musical activities. They follow her directions carefully as she requires them to sing loudly then quietly, quickly then slowly. They watch, listen and respond well to her signals that require them to alternate between the extremes of speed and volume. Pupils confidently play percussion instruments, choosing those that are most appropriate to accompany slow or quick, heavy or light movements. All pupils fully appreciate the importance of listening carefully to others when involved in singing or playing instruments. Having been allocated an animal sound, pupils work hard as they move around the hall, making their sound, whilst at the same time listening for, and searching out others who are making similar animal noises.

113. The lesson observed at Key Stage 2, brought together elements of music evaluation, composition, pupils' expressive skills, and movement in response to music. After listening to several passages of music depicting animals, pupils gave thoughtful explanations as to why the music was appropriate for the given animal. Pupils linked the musical phrasing to animals' movements well. They showed good understanding of musical imagery, use of specific instruments and their register, to contrast the differing sizes and levels of agility of the animals depicted. Pupils worked well in groups using a range of instruments to compose and play rhythms that represented the movements of their given animal. They sensibly evaluated each group's performance, in terms of how well the rhythm and register of music played, equated with the size and movements of the stated animals.

114. Provision for music is enhanced by a recorder club that is open to pupils from both key stages, and through annual presentations given by an ensemble composed of teachers from the peripatetic music service. Throughout the year, pupils participate in musical entertainment provided for parents and for members of the local community.

115. Pupils' attitudes to music are good at both key stages. Pupils enjoy lessons especially when making their own music. They are particularly enthusiastic when working with instruments and exploring the sounds they make. Of the two lessons observed, the quality of teaching was judged to be good in one lesson, and satisfactory in the other. Music is taught to both classes by the same member of staff. This, together with a clear policy and helpful

scheme, aids the progressive development of music skills, knowledge and understanding throughout the school. Lessons observed showed a good balance between talking, listening and performing. In both lessons, a suitable range of resources was used to support learning.

PHYSICAL EDUCATION

116. No physical education lesson could be observed during the inspection. However, discussions with staff and pupils, together with review of planning and records of pupil achievement, confirm that the planned curriculum meets the requirements of the National Curriculum. Inspection evidence indicates that all pupils, including those with special educational needs, together with those having English as an additional language, play their full part in all activities. They make satisfactory progress as they move through the school, and, by the end of each key stage, achieve levels of performance consistent with expectations for their age.

117. Pupils understand the importance of warming up at the start of the lesson, and of cooling down at the end. They recognise the need for exercise to maintain healthy bodies. All are aware of safety requirements when working with apparatus, and of the importance of responding to teachers' instructions quickly. The subject contributes well to pupils' social development through staff planning for pupils to undertake collaborative activities in pairs or groups. Pupils' understanding of the importance of adhering to rules within games situations contributes to their moral development.

118. Within a music lesson, pupils at Key Stage 2 were required to respond to passages of music, each representing a different animal. In so doing, they used the space within the hall well as they made heavy or light, slow or quick movements that depicted the given animal. Pupils demonstrated satisfactory control of body movement. Many showed good facial and hand gestures to support their interpretations. Pupils evaluated the performance of other pupils' work, making thoughtful comments on successful elements, together with where improvements might be made. Throughout the activity, pupils showed much enthusiasm, concentrated well and worked hard to portray animal movements to the best of their ability.

119. Whilst a full programme is planned for dance and gymnastics, the small hall requires that for certain activities classes are split, and pupils taught in smaller groups. During the spring term, all pupils swim at a pool in Newbury. It is reported that by the time they leave the school, the majority can swim the required 25 metres. Good arrangements are made for pupils' outdoor adventurous activities. Activities are provided for through various field trips and residential visits.

120. Since the last inspection, the school has resurfaced its playground. This is now well marked out for a range of games. Effective use is made of the adjoining field for athletics and seasonal games. Pupils participate in a national athletics award scheme, and the school takes full advantage of a national scheme that loans additional games equipment on a seasonal basis, to complement schools' own resources. Pupils participate in a range of sporting events within the local federation of schools, and report on them on the school's website.

RELIGIOUS EDUCATION

121. Across the school, current teaching of religious education is good and is having a positive impact on learning and pupils' achievements. Review of planning, together with scrutiny of past work, confirms that all pupils make satisfactory progress, and, by the end of each key stage, achieve standards in line with the expectations of the locally agreed syllabus. The previous inspection found attainment was very good at Key Stage 1, and good at Key Stage 2. Nevertheless, new planning that is based on the locally agreed syllabus, in

association with recent curriculum guidelines, has been drawn up. This, together with successful teaching, is beginning to raise further, pupils' achievements.

122. In lessons, teachers aim to develop atmosphere to aid pupils' concentration and to provoke thoughtful responses. In a successful lesson at Key Stage 2, designed to foster a feeling for the power of prayer, pupils wrote their thoughts about people who are less fortunate than themselves. An appropriate focus of a lighted candle coupled with haunting music helped establish good learning, with moments of calm and concentration. Role play is used to good advantage to encourage good participation by pupils in Key Stage 1. Preparations for a Christening carried out in a previous lesson, culminated in a 'Church Service' with festivities acted out in the classroom. The use of very good resources including costumes, cards and Christening cake helped to aid pupils' learning and understanding. A minority had a keen perception of other Christian rituals including death and burial.

123. Planning outlines a good spread of lessons to encompass different beliefs, attitudes, and customs. Visitors across a range of faiths help broaden pupils' understanding and tolerance; and this complements the overall ethos and aims of the school.