

INSPECTION REPORT

PRIESTLEY PRIMARY SCHOOL

Calne

LEA area: Wiltshire

Unique reference number: 126254

Headteacher: Mr D Witt

Reporting inspector: Mrs L Woods
21079

Dates of inspection: 2 – 5 October 2000

Inspection number: 225169

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:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Prince Charles Drive Calne Wiltshire
Postcode:	SN11 8TG
Telephone number:	01249 812608
Fax number:	01249 815573
Appropriate authority:	Governing body
Name of chair of governors:	Mrs F Witts
Date of previous inspection:	27 April 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs L Woods 21079	Registered Inspector	Information and communication technology	What sort of school is it? How high are standards?
		Foundation stage	How well is the school led and managed?
Mrs C Webb 9614	Lay Inspector		Attitudes, values and personal development/ attendance. How well does the school care for its pupils? How well does the school work in partnership with parents? Staffing, accommodation and learning resources.
Mr D Houghton 21121	Team Inspector	English	How well are pupils taught? Efficiency.
		Art and design	
		Physical education	
Mrs E Pacey 25925	Team Inspector	Mathematics	How good are curricular and other opportunities? Assessment.
		Music	
		Religious education	
Mrs A Tapsfield 26514	Team Inspector	Science	Pupils' spiritual, moral, social and cultural development.
		Geography	
		History	
		SEN unit	
Mrs R Middleton 21516	Team Inspector	Design and technology	
		Equal opportunities	
		Special educational needs	

The inspection contractor was:

Solent Inspection Services Ltd
Pond Cottage
Owslebury
Winchester, Hants
SO21 1LU

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Inspection Quality Division
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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Priestley Primary School occupies an extensive site in the north-east of Calne. There are currently 267 boys and girls on roll, including 14 children who attend school part-time in reception. Most children come from the local authority housing estates around the school, although none are from ethnic minority backgrounds, and their attainment on entry is below average. A significant minority of pupils has high social needs and 35 pupils are known to be eligible for free school meals, which is broadly in line with the national average. The proportion of pupils, 36 per cent of the school, identified as having special educational needs is well above average. Twelve of these pupils are at Stage 3 and above of the Code of Practice¹ for the identification of such pupils, and seven have statements of special educational needs. Four of these pupils with statements are allocated to the special unit associated with the school.

HOW GOOD THE SCHOOL IS

This is an improving school. The governors, headteacher and staff have worked hard to overcome the serious weaknesses identified by the previous inspection, with considerable success, and a warm family atmosphere pervades the school. All staff work as a close, committed team to provide a broad and balanced education for the pupils. Whilst standards in English remain below the national average, improvement in teaching is gradually addressing this, and standards in mathematics and science are broadly average. The school is soundly led, and the governors take a close, personal interest in its work. They have a clear understanding of the school's strengths and areas for development, and provide strong support to the leadership of the school. The school provides satisfactory value for money.

What the school does well

- The school has a caring ethos and makes very good provision for pupils' personal and social development. Teachers manage pupils very well.
- Pupils behave well. They enjoy coming to school and work hard. They are conscientious in fulfilling, and enjoy, the many responsibilities they are given.
- The commitment to improvement in standards and quality of learning is shared by all who work in the school.
- Governors have a clear understanding of their roles and responsibilities and make a valuable contribution to the school's development.

What could be improved

- Standards in information and communication technology (ICT) are below those expected, and ICT is not used sufficiently across the curriculum.
- Pupils' attainment in English, particularly in relation to writing, is below average. Pupils do not have sufficient opportunities to conduct their own independent research.
- Existing assessment procedures need refining to make them more manageable, and teachers need to make greater use of the information gained through assessment.

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

¹Code of practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that children with 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. Stages of special educational needs range from Stage 1, when additional support is provided entirely from within the school, to Stage 5, which ensures that a child has a statement outlining his or her needs and shows what additional and specific support they will receive.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1998. It has worked hard to address the key issues raised by the report, and has made good progress in the relatively short time since then. The school has a detailed development plan, with both termly and longer-term targets, and this is regularly updated in consultation with staff. Subject co-ordinators have provided detailed action plans for their areas of responsibility, and are tackling their roles with energy and enthusiasm. The involvement of the governing body in the work of the school is good. The requirements of the National Curriculum and provision for the foundation stage are fully met, with schemes of work in place for all subjects and religious education. There is an evident emphasis on the use of literacy across the curriculum. Teachers make good use of correct terminology in different subjects, although standards of writing and spelling remain below the national average, and presentation of work is often untidy. The school makes every effort to involve pupils' parents in their learning, with particularly effective home-school dialogue through the reading record books for the younger children. The quality of teaching has improved significantly, with a good sense of team spirit amongst all staff. Guidance on the level of work to be provided and use of assessment information when planning their lessons is insufficient, and result in teachers' expectations, still sometimes being inappropriate. Provision for pupils with special educational needs meets the requirements of the Code of Practice, and is satisfactory overall. The teacher in charge of the special educational needs unit is effective in addressing the needs of his particular pupils, and provides valuable support for his colleagues throughout the school.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E	E	E*
Mathematics	E	E	E	E*
Science	E	E	E	E*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The above table shows that attainment in the tests in 1999 was well below average in English, mathematics and science, and was in the lowest five per cent compared to schools with a similar intake of pupils. Results from the tests in 2000 show a significant improvement, although national comparisons have not yet been published. In English, 74 per cent of pupils achieved the expected Level 4 or above compared to 45 per cent in 1999, and 16 per cent of pupils reached the higher Level 5 compared to five per cent the year before. Attainment in mathematics improved also, from 46 per cent at Level 4 and above in 1999 to 58 per cent in 2000. In science, 87 per cent of pupils attained Level 4 and above compared to 49 per cent in 1999, and 13 per cent achieved the higher Level 5. The school is justifiably pleased with this improvement, which exceeded its targets for these pupils, and is determined to continue the positive upward trend. Inspection evidence indicates that current pupils in Year 6 are on course to attain average standards in mathematics and science, although standards in English are below average.

In the 1999 tests for seven-year-olds, attainment in reading, writing and mathematics was

well below the national average and the results attained by similar schools. In 2000, attainment in reading and mathematics was broadly similar to the previous year, but attainment in writing was lower. However, 50 per cent of the pupils taking the tests in 2000 are identified as having special educational needs, and the class experienced a measure of disruption, with three different teachers during the course of the year. The school is taking steps to improve standards in both English and mathematics through the effective introduction of the National Literacy and Numeracy Strategies. Inspection evidence shows that for current Year 2 pupils, whilst standards in mathematics are on course to be average by the end of the year, attainment in reading and writing will still be below the national average.

The high proportion of pupils identified as having special educational needs in the school, combined with a significant turnover in pupils during each academic year, affects the standards attained by any one year group in the school. The school effectively identifies pupils' specific needs and sets realistic targets based on their attainment when they join the school. At both key stages, pupils attain standards appropriate for their age in art and design, design and technology, geography, history, music, physical education and religious education. Although provision for ICT has improved, this has yet to impact fully on standards, which are below expectations throughout the school.

Many children join the school with below average skills overall, particularly in relation to their personal, social and emotional development, and in relation to their speaking, listening and reasoning skills. They settle happily into school and gain confidence perceptibly. If current standards and progress are maintained, the majority of children are on course to achieve the early learning goals by the time they leave the reception classes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils settle quickly to the activities provided, work hard and are keen to please their teachers.
Behaviour, in and out of classrooms	Good. Pupils respect the school and class rules, which they help to draw up. The older pupils take good care of younger ones, and almost all pupils are polite, considerate and well behaved in and around the school. A very small number of pupils do not behave with equal courtesy in lessons.
Personal development and relationships	Good. Warm relationships pervade the school. Pupils enjoy the many responsibilities they undertake to assist the smooth running of the school. Their ability to work independently is less well developed.
Attendance	Good. Pupils enjoy coming to school and almost all arrive promptly in the morning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Satisfactory

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.

The quality of teaching has improved significantly. Teaching is satisfactory or better in 92 per cent of lessons seen. It is good or better in 47 per cent and very good in seven per cent. Eight per cent of teaching was judged unsatisfactory, due mainly to lack of pace and purposeful activity within the lesson. Teaching for the youngest children in reception is good. Teachers have a clear understanding of their needs and provide a wide range of relevant activities, which capture children's imaginations and interest. They work hard to involve children in discussions as they work, to develop their speaking and listening skills. Occasionally, however, when there is insufficient adult support in the class, children are left too long on their own without effective encouragement to think and talk about what they are doing.

At Key Stages 1 and 2, the school places a high emphasis on teaching literacy and numeracy skills, and has implemented the National Literacy and Numeracy Strategies well. Literacy is taught satisfactorily overall, with some sessions being good and very good where lessons are well balanced, actively involve the pupils in meaningful debate and extend their writing skills well. Numeracy lessons all begin with oral and mental work, which is building and reinforcing pupils' mental agility successfully. Teachers work hard to plan an interesting range of lessons which are relevant to pupils' experiences. All lessons begin with a useful review of previous work and most teachers share the current objectives clearly and effectively with the pupils. They use an appropriate range of strategies such as direct teaching, group work and explanation which helps to maintain pupils' interest. Teachers' questioning skills range from good to satisfactory. Where questioning is good, lessons are lively, pupils are attentive and the quality of learning is effective.

Teaching for pupils with special educational needs is satisfactory overall, and is good for those pupils taught within the special unit. Work is well matched to pupils' specific targets in these sessions, and pupils make satisfactory progress through the concentrated attention they receive. In mainstream lessons, teachers provide appropriate support, and classroom assistants work closely with individuals and small groups to ensure pupils understand what they are doing. The work provided, however, is not always quite so well matched to pupils' individual targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It is broad, balanced and meets statutory requirements, although ICT is under-represented across the curriculum. An appropriate range of extra-curricular activities and a good range of visits and visitors enrich the curriculum effectively.
Provision for pupils with special educational needs, including those in the special unit	Satisfactory overall. The school meets statutory requirements in relation to the Code of Practice for pupils with statements of special educational needs. It has satisfactory systems for the early identification and assessment of pupils' specific needs, and the co-ordinator and teachers set satisfactory targets on pupils' individual educational plans. Support for the pupils attached to the unit is good, and the school has improved communication with parents in sharing information about pupils' special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' personal and social development is very good, and pupils develop sensible, mature and responsible attitudes by the time they leave school. Provision for their spiritual development is satisfactory, and is good for their moral and cultural development. The school needs to pay more attention to developing pupils' awareness of life in a multi-cultural society.
How well the school cares for its pupils	Satisfactory. The school has sound procedures in place to ensure pupils' welfare and is working on addressing identified areas of concern. Assessment procedures to monitor pupils' academic progress are in place, but these need to be made more manageable and useful.

The school works hard to maintain good links with parents and involve them in its daily life. Their help in class is appreciated, as is the work of the newly revived parent-teacher association. Parents' attendance at school events is variable, but invariably good when the children are involved. The school provides parents with satisfactory information, although some would like more detail on forthcoming topics.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides sound leadership for the school, and has delegated areas of responsibility appropriately to members of the senior management team. Subject co-ordinators are tackling their roles with energy and enthusiasm.
How well the governors fulfil their responsibilities	Good. Governors have a clear understanding of the importance of their roles, and fulfil these well. Most take a close, well-informed interest in the work of the school.
The school's evaluation of its performance	Satisfactory. The school is beginning to monitor the progress of individual pupils closely, and to use the principles of best value in its decisions, and so is becoming more effective in its work.
The strategic use of resources	Satisfactory. Specific grants are spent appropriately, and often supplemented from the school's own budget. Teachers are deployed

	well and use the building and resources effectively.
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The school has sufficient, well-qualified teachers to meet the needs of the pupils. Accommodation is generous and well cleaned. Resources are satisfactory in all areas of the curriculum, although library provision for the older pupils needs improving.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty-eight per cent of parents returned the questionnaire, and eight parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">▪ Children like coming to school, behave well and are developing mature and sensible attitudes.▪ Teaching is good, and staff are approachable.▪ Children work hard, and the school expects them to do their best.	<ul style="list-style-type: none">▪ Some parents do not feel the school is well led, and does not work closely with them or keep them well informed about their children's progress.▪ Some do not feel the school provides the right amount of homework.

Inspectors fully support parents' positive views about the school and judge the leadership of the school to be sound. The school does all it can to involve parents in their children's education and provides two annual consultation evenings and detailed reports at the end of the year. Relevant homework is set regularly and is marked.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children under five all join the school in September, although the youngest children attend school part time to begin with. Many children join the school with below average skills, particularly in relation to their personal, social and emotional development, and in relation to their speaking, listening and reasoning skills. This is confirmed by the assessments during the first term of school. Whilst a few children are somewhat shy and reserved at this stage in the academic year, most have settled happily into class and concentrate well for reasonable periods of time. They are gaining confidence perceptibly through good teaching, and if current standards and progress are maintained the majority of children are on course to achieve the early learning goals¹ by the time they leave the reception classes.
2. The school's assessment of pupils' attainment when they join the school shows that around 70 per cent are below average compared to the national picture, and about 40 per cent are well below average. From these initial assessments the school identifies effectively those pupils who need additional support, and the proportion of pupils on the register of special educational needs is well above the national average.
3. The 1999 end of Key Stage 1 standard assessment tasks showed that attainment in reading, writing and mathematics was well below both the national average and the results achieved by similar schools, with boys and girls being about half a term behind average. Despite improved expectations by teachers, and the successful implementation of the National Literacy and Numeracy Strategies, the results from the tests in 2000 do not show an improvement in the percentage of pupils reaching the expected Level 2 or higher, although national comparisons are not yet available. However, 50 per cent of this group of pupils are identified as having special educational needs, and the class experienced considerable disruption, with three different teachers during the course of last year.
4. Attainment in the 1999 standard assessment tasks at the end of Key Stage 2 was well below national averages in English, mathematics and science, and was very low when compared to schools with a similar intake of pupils. Although national comparisons are not yet available, considerable improvement was made in the percentage of pupils attaining both the expected Level 4 and the higher Level 5 in all three subjects in 2000. The school exceeded its 2000 targets in English and mathematics and, whilst remaining below the national average, standards are improving steadily year-on-year.

¹The early learning goals establish expectations for most children to reach by the end of the foundation stage (age three to the end of the reception year) in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development.

5. In addition to the high proportion of pupils identified as having special educational needs, the school experiences considerable turnover, with pupils leaving and joining during the year. In Year 6, for example, 40 per cent of the pupils did not start their education in the school at the beginning of Key Stage 2. Teachers know their pupils well and work hard to provide appropriate activities and challenge to meet their needs. Improved planning and greater objectivity in lessons is having a positive impact on the standards in the school, although the higher attaining pupils are not always stretched sufficiently. Inspection evidence shows that pupils' achievement in English, mathematics and science has improved throughout the school, although their attainment in English and science remains below average by the end of Key Stage 1. Older pupils make steady progress in English and mathematics and good progress in science. By the end of Key Stage 2, whilst attainment in English remains below average, inspection evidence shows attainment is on course to be average in mathematics and science by the end of the year.
6. Attainment in art and design, design and technology, geography, history, music, physical education and religious education is broadly in line with national expectations throughout the school, although pupils' written record of their work reflects their lower attainment in English, and is not always well presented. Standards in information and communication technology (ICT) are below expectations at both key stages. New hardware and improved teacher understanding is gradually having an impact, which is most noticeable at Key Stage 1. Boys and girls make at least sound progress in lessons and over time in almost all subjects, and good progress in science at Key Stage 2. Progress is slower in ICT, although this is improving as the school gradually establishes a secure skills base.
7. Throughout the school pupils' speaking and listening skills are satisfactory, successfully building on the good start made in the reception classes. Almost all pupils listen carefully and attentively to their teachers and each other, and show their understanding through confident answers to questions. Teachers encourage the development of these skills well, through extensive use of praise and valuing all contributions to discussions. A minority of pupils do not speak confidently in front of a group, but are happy to discuss their work on a one-to-one basis. In the core skills of reading and writing standards are below average. Teachers are working hard to improve reading standards, providing younger pupils with good skills to help them work out unfamiliar words, but many of the older pupils still read hesitantly and without expression. Pupils' abilities to research information independently are under-developed. Writing is beginning to be used well across the curriculum, but, whilst improving, standards of spelling, handwriting and presentation are unsatisfactory overall.
8. In numeracy, pupils' mental agility is improving through appropriate use of mental arithmetic sessions at the beginning and end of lessons. The use of mathematics in other subjects is satisfactory, such as accurate measuring in design and technology, although there is insufficient use of data handling in science and ICT. The school has worked hard to improve investigative work in science, but pupils' skills of deduction and inference are not well developed in other curriculum areas, such as history. In ICT, almost all work is skills based, and it is not used sufficiently to support learning in other areas of the curriculum.
9. The significant number of pupils with special educational needs in some years makes for wide variations in the school's ability to reach national averages in most subjects, particularly when their needs rely on the acquisition of sound literacy skills. In addition, a significant number of pupils with special educational needs, as many as four in a year

group, join the school throughout the academic year. There are a number of pupils assessed by the school as having language difficulties. Encouragingly, measurable improvement in the school's provision for these pupils is beginning to have an impact on their standards. The significant proportion; 40 per cent; of pupils with special educational needs currently in Year 6, for example, make satisfactory progress through the good support of their teachers.

Pupils' attitudes, values and personal development

10. At the time of the last inspection most pupils in both key stages, including those identified as having special educational needs, had positive attitudes to learning. This has continued to be the case; pupils' attitudes continue to be good throughout the school, and support their learning well. Parents are pleased with the attitudes and behaviour of their children.
11. All pupils are keen to come to school and most arrive on or before time in the mornings. Attendance is good. The stimulating and supportive atmosphere which children in the foundation stage enjoy quickly establishes their confidence and encourages a positive attitude towards school. They learn to listen, share and to enjoy taking part in group activities such as their ring dances, where they are careful not to tread on each other's toes! They are friendly, enthusiastic and enjoy being at school. Their personal and social skills develop well.
12. At Key Stages 1 and 2, pupils enjoy learning and, when lessons are carefully planned to challenge all, they work well. In the majority of classrooms pupils are intent on their lessons and want to succeed. In a Year 6 lesson on ICT, for example, they persevered with the task of setting up and using a spreadsheet and were justifiably pleased when they had mastered the exercise. In their history lesson, Year 5 pupils listened, fascinated, to the life of an evacuee. They were eager to complete their homework to show how well they had understood the differences between then and now by compiling a basket of essentials. At the local swimming baths, visible progress was made as pupils carefully followed instructions and tried their hardest to succeed. Year 4 pupils were keen to demonstrate their 'fair testing' in science and were disappointed when the 75 minute lesson came to an end. Pupils with special educational and other needs and those from the special educational needs unit are very well supported by and integrated with their peers, to the benefit of all. These pupils are well-motivated in working towards the targets set for them. Most concentrate for considerable periods, display pride in the successes they achieve and in those of their peers, for example, gaining class ribbon awards or teachers' praise.
13. Behaviour at school is good overall. Most pupils, including those with special educational needs, understand the school's Golden Rules and refer to these in discussion, and they are aware of the impact of their actions on others. Ribbon awards are valued, eagerly sought and counted. Sanctions are understood and when given are perceived as fair. Pupils draw up and follow their class rules together. The behaviour of individual pupils rarely disturbs the learning of others and this ensures that full advantage is taken of the time available for teaching in most lessons. When moving around the school, in the playground and in the hall during dinner times, pupils are polite, holding doors open, and considerate of others, which contributes effectively to the sense of a family community evident in the school. Play can be exuberant but incidents are rare and dealt with effectively. Older pupils take good care of those younger, both in and outside the building. Good relationships are quickly established between pupils and with adults. There have been no recent exclusions. There are few pupils identified with behavioural or emotional difficulties on the register of special

educational needs. However, there is a minority of boys in Year 3 for whom behaviour is a concern during lessons.

14. Relationships are good throughout the school, and pupils respect the needs and disabilities of others. During the Calne Access For All Week, for example, a disabled adult in a wheelchair was welcomed warmly by the pupils. Pupils relate positively to each other, enabling them to work happily and productively in whole class, pair and small group settings, sharing materials, acting safely and taking turns where needed. There is a high level of trust and respect throughout the school, ensuring pupils are confident about sharing their concerns and asking for help where needed.
15. Pupils' personal development is good. In group sessions known as circle time, Year 2 pupils discuss their feelings about 'fairness' sensitively, and listen carefully in collective worship to ideals such as friendship, for example, that between Jonathan and David at the time of King Saul. Pupils appreciate and enjoy opportunities to take responsibility throughout the school and by the time they reach Year 6 have a long list to choose from. They willingly help teachers, set up the hall and clear after lunch. Most enjoy acting as head of the family tables whilst eating their dinners and are very aware of any help needed by the youngest children. They are enthusiastic about their residential visits, which develop their confidence, feelings of self-worth and self-reliance. The school has a caring, family ethos from which all benefit. Pupils are proud of their school and environment and are keen to share this with visitors.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is satisfactory and contributes effectively to the positive learning environment within the school. This is an improvement since the last report and addresses the key issue to improve the quality of teaching. Teaching is satisfactory or better in 92 per cent of lessons, with 38 per cent being good or better and seven per cent being very good. It is unsatisfactory in only eight per cent of lessons. This is a significant improvement since the last inspection where 20 per cent of teaching was judged unsatisfactory. Children under five are taught well with only one unsatisfactory lesson being seen. In most lessons the children are enthusiastic and are encouraged by their teachers to express their ideas, for example, in the lesson about using their senses. Teaching is particularly good at Key Stage 1, where no unsatisfactory lessons were seen and 69 per cent of teaching is good or better, with 25 per cent being very good. At Key Stage 2 whilst the majority of teaching is at least satisfactory with a small percentage being very good, one in ten lessons is unsatisfactory. Examples of very good teaching were seen in art and physical education at Key Stage 1, and in English at both key stages. The improvement in the quality of teaching is reflected in the quality of pupils' learning, for example, in English where the literacy hour is beginning to have a positive impact on standards.
17. Teachers have a sound understanding of most subjects, although where this knowledge is less secure pupils' progress is limited, for example, in ICT and some physical education lessons. Teaching is unsatisfactory as a result of limited challenge in the lessons, and sustained activity in the latter case. Teachers manage pupils very well and good relationships between pupils and teachers characterise most lessons. This has a positive impact on pupils' attitudes and contributes effectively and purposefully to the quality of their learning. All pupils, including those under five, are encouraged to participate and contribute in lessons. This together with good questioning in some lessons helps them improve their levels of understanding, seen, for example, in a Year 6 lesson on sentence structure. Pupils work well as individuals and in small groups but are not given enough encouragement to work without direct

supervision, for example in research work. Basic skills are taught well especially at Key Stage 1. The National Literacy and Numeracy Strategies are having a positive impact both on standards and on teaching methods. Most lessons end with a purposeful review of the work completed and a discussion as to how it will be developed in the next lesson.

18. Teachers plan well for children under five and take full account of the early learning goals. The quality of planning overall has improved since the last inspection. Termly plans are based on the long-term curriculum map and ensure that skills are developed systematically. Lesson plans include a review of previous work alongside the learning objectives and assessment points. Teachers know their pupils well and are constantly assessing what they are doing. These assessments are recorded on planning sheets in some subjects, for example numeracy. This addresses the key issue from the last inspection report. The main area for development in teaching now is more specific, and is a result of teachers not clearly identifying what they expect pupils with different levels of attainment to achieve by the end of the lesson. This limits more accurate assessments of what pupils should be taught in the next and subsequent lesson. Additionally, pupils, especially those with higher levels of attainment, are not sure about what they are expected to achieve. This restricts the pace at which these pupils work. Teachers are now thinking more consciously of how to develop literacy and numeracy skills through other curriculum areas and this is being seen in subjects such as design and technology and physical education. The school is aware that writing skills have to be reinforced throughout the curriculum and teachers' planning is beginning to reflect this aspect in subjects such as science and history, although it is still in its infancy.
19. Teachers plan an interesting range of lessons such as those relating to evacuation during World War 2. They always begin lessons with a useful review of previous work and then most share the current objectives clearly with the pupils. They use an appropriate range of strategies such as direct teaching, group work and explanation, which helps to maintain pupils' interest. Questioning skills range from good to satisfactory. Where questioning is good, lessons are lively, pupils are attentive and the quality of learning is effective. Literacy is taught satisfactorily, with some good and very good examples being seen such as a very well balanced lesson on writing and phonics in Key Stage 1 and a good lesson on the development of writing skills at the end of Key Stage 2. Numeracy lessons begin with oral and mental work that is building and reinforcing pupils' mental agility satisfactorily.
20. Teachers use resources effectively to support lessons and raise pupils' levels of understanding, for example, by using prints of works by famous artists to illustrate different styles of painting. Classroom assistants are well briefed by the teachers and work well to support individuals and groups of pupils, for example in literacy, numeracy and in physical education. Homework is set regularly in most classes and this supports and reinforces pupils' learning appropriately.

21. Teaching for pupils with special educational needs is satisfactory. During withdrawal lessons such as literacy and numeracy, the unit teacher's plans reflect pupils' specific targets well, in addition to being appropriately matched to work the rest of the class is doing. Relationships are good, and pupils make satisfactory progress through the concentrated attention they receive. Class teachers generally provide sufficient support for these pupils in other lessons, although they do not always take full account of pupils' individual education plans. Classroom assistants work satisfactorily both with individuals and small groups. However, the quality of their questioning skills and their intervention in pupils' learning are not always sufficiently effective.

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

22. Curriculum planning for children in the foundation stage is good, meeting the requirements of the early learning goals and the needs of the children in reception. Good links are established with the first levels of the National Curriculum, which means the needs of pupils in Year 1, taught alongside the reception children, are also fully addressed.
23. The curriculum at Key Stages 1 and 2 is broad and balanced. It meets statutory requirements at both key stages and includes all the required subjects, sex education and teaching about drugs misuse. The programme for religious education is based securely on the locally agreed syllabus. The issue from the previous inspection relating to curriculum provision has been fully resolved. There is a clear overview of what is to be taught during the year, which is used to plan work in more detail each term. However, as previously reported, the use of ICT throughout the curriculum is under developed. In addition, there are few planned opportunities for pupils to develop independence in the skills of learning, such as researching in the library or automatically using the computers to support their work. Teachers with pupils of the same age in different classes plan their work together closely, so that pupils receive similar experiences. The school is implementing the National Literacy and Numeracy Strategies fully, and makes good provision for those pupils who need extra help by the use of additional literacy support and booster classes.
24. Policies are in place for all subjects, and a range of published schemes of work have been adopted, some of which supplement the school's own schemes. Although these generally help to prevent repetition of work in different year groups, there is some lack of awareness of what pupils have learnt before. As a result some time is wasted on revision activities that lack challenge, for example, revising the use of non-standard measures in mathematics when pupils are already developing a sound understanding of standard measures.
25. As noted in the last report, the curriculum is offered to all pupils regardless of gender, ability or background. Pupils with special educational needs are withdrawn from aspects of the literacy hour and numeracy sessions. They receive appropriate curriculum during these periods with minimum disruption to their class participation in lessons. They are returned to class for plenary sessions to ensure their participation in discussions with peers and a suitable conclusion to work undertaken. This is an improvement on the last inspection report.
26. The school provides an appropriate range of clubs for boys and girls to join, such as netball, football, recorders and choir. Other seasonal activities occur, such as drama, athletics and cricket. Residential visits for pupils in Key Stage 2 provide valuable support for pupils' social development. Visits to places of interest bring lessons in

history and geography alive for the pupils and stimulate their learning. A visit to the local town hall to meet the mayor encourages pupils to think carefully about their roles as members of communities such as their school and town. Effective use is made of local, national and school based weeks which focus on books, music and the arts as well as on the wider world during One World Week.

27. The school continues to develop useful links with the community. After a visit to the local water treatment plant, pupils' interest was aroused and they wrote to Water Aid. During the inspection week a governor gave a graphic and moving account of her time as an evacuee during World War 2, enabling pupils to 'live' history and resulting in many thoughtful questions being asked. The school continues to enjoy good links with its sister school in Pennsylvania, and pupils enjoy writing letters to their American counterparts. A shopping survey is planned for the near future and a representative from the local planning department will be talking to pupils. Pupils were told during collective worship that the school had received a cheque in recognition of their participation in the local Art Week. Services are held regularly at the local church, for example, at Christmas time. The school was involved in the consultation process with the residents' association about the proposed new playground. Sadly, however, neighbours and residents are not invited to school events.
28. The provision for pupils' spiritual, moral, personal, social and cultural development is good overall, which is an improvement since the last inspection.
29. The provision for pupils' spiritual development is satisfactory. Pupils are encouraged to reflect on their own and other people's beliefs within the curriculum for religious education. The daily act of collective worship gives opportunities for pupils to think about the values important in their school community and to celebrate the successes of individuals and groups within the school. In class assemblies and circle times pupils are led to reflect upon their own and other people's feelings, discussing such issues as friendship and trust. Teachers value pupils' ideas, leading class discussion well to draw in all pupils and extend their thinking and reasoning skills. Pupils learn about special people such as Florence Nightingale and consider their contributions to life in their own times and our lives today.
30. Provision for pupils' moral development is good. The school has a strong moral code and teachers have high expectations of pupils' behaviour in the classroom as well as around the school. The school's 'ribbon' system of awards to a class from an adult other than their class teacher has a positive impact on promoting shared effort from a whole class. The Golden Rules are applied consistently by all staff and are displayed prominently in each classroom. Collective worship themes give strong support to the teaching of the principles that distinguish right from wrong, fostering such values as honesty, being a good friend and respect for one another. There is a strong ethos permeating the school of caring for each other. Pupils show courtesy to adults and talk politely with visitors. They are proud of their school and happy to talk about the activities they share. In some classes, however, opportunities to extend pupils' moral thinking are missed, for example during a lesson on moral dilemmas the concept of 'finders keepers' was raised but not discussed in sufficient depth to encourage pupils to consider both sides of the debate.

31. Provision for pupils' personal and social development is very good. The school has a very good systematic and corporate approach to managing behaviour and has sound policies on how to deal with negative behaviour. All staff encourage pupils effectively to relate positively to each other, developing their consideration of how it feels when friends let you down and how to deal with this. Most teachers are very effective in promoting co-operative working in class and encourage pupils to listen to each other's ideas carefully. Opportunities for pupils to take responsibility for particular jobs are extensive around the school. Older pupils, for example, assist younger ones at lunchtimes, act as helpers to teachers of Key Stage 1 classes, and run the school book club. The school council is a valued forum through which pupils contribute their own views of life in their school. Those who have served as class representatives have appreciated the responsibility and most would like to be elected again. Both staff and pupils welcome the opportunity for pupils to contribute to decisions about such issues as playground design and equipment, and pupils are anxious to extend their debates to cover playground behaviour. Pupils in Year 5 correspond regularly with their twin class in a school in Calne's twin town in Pennsylvania. Residential visits contribute very effectively to pupils' social development, and staff have been very careful to adapt these when necessary to ensure that those with physical disabilities are not excluded because of the physical nature of some of the activities. The school is in the process of drawing together its scheme of work for Citizenship, incorporating aspects of the personal, social and health education and elements of circle time already addressed. Pupils' awareness of global inequality is raised regularly within the geography syllabus and in the school's participation in One World Week each year.
32. Provision for pupils' cultural development is good overall. There is very good provision to develop pupils' understanding and appreciation of their own culture. The school participates enthusiastically in the annual Calne Arts Festival. In lessons, pupils learn to appreciate a range of styles of music. For example, listening to the music of the 1930s and 1940s contributes positively to the history project on Britain since the 1930s. In English pupils consider a range of good quality children's texts and authors, and in art they study the work of famous artists, such as Van Gogh, Picasso and Lowry. Additional activities, such as local study walks and visits to the water treatment works augment the geography programme, and visits to historical sites give pupils a good insight into life in other times. Pupils participate in a range of school clubs such as recorders, computer and choir, and sports activities such as netball, football and athletics clubs.
33. The school has worked hard since the last inspection to promote pupils' understanding of multi-cultural issues. Pupils' knowledge of other cultures develops satisfactorily within geography, where they consider the differences in lifestyles and opportunities between themselves and those in developing countries through studying communities in India and in the Gambia. In art they make African masks and consider aboriginal and Islamic painting, and the school's annual participation in One World Week further extends their awareness of global differences. The school has not yet made full use of aspects of dance to further children's understanding, and there are few multi-cultural musical instruments. Pupils are given few opportunities to develop a perception of Britain today as a multi-cultural society; for instance they do not visit another faith's place of worship, nor does the school receive visits from members of other cultures represented in the locality.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. As at the time of the previous inspection, the school has satisfactory systems in place for ensuring pupils' welfare, and effective child protection procedures. Teachers know pupils and their home circumstances well and give them effective support and advice. The behaviour policy is well implemented by all staff, who are trusted by pupils to deal with their concerns. The ribbon awards are much sought after and the number gained is celebrated in Friday assemblies. No bullying behaviour was observed during the inspection and sanctions in the case of inappropriate behaviour are understood and valued as fair. There have been no recent exclusions and the school's policy of inclusion works well.
35. Good school procedures ensure that children enjoy a smooth entry into the reception classes; many have attended the nursery on site. Pupils with special educational and other needs in the main school and those few in the special educational needs unit are well supported by the school's provision and well integrated with their peers to the benefit of all. Satisfactory procedures ensure that all pupils enjoy a smooth transfer to their secondary schools.
36. The school keeps satisfactory records of children's and pupils' attendance. However, although a note is made when pupils arrive late no permanent record is kept of the time they arrive. Registers are monitored regularly by the headteacher, and when the educational welfare officer visits the school. Parents are aware of the need to inform the school why their child is absent, and holidays taken in term time are relatively few.
37. The school has satisfactory procedures to monitor and promote pupils' academic performance and personal development, through the annual reports and teachers' own knowledge. Class as well as individual targets are set. Pupils are informed about their progress and how to improve through teachers' verbal comments and through marking of their work. They are encouraged to care for those younger than themselves, both in the playground and through such activities as paired reading. They collect for charities, and participate enthusiastically in Red Nose Day. Assemblies, collective worship and circle time sessions are well used to discuss moral as well as social dilemmas. Visitors such as the school nurse help pupils sensitively to understand the difficulties and dangers outside their school environment.
38. Procedures for assessing the special educational needs of pupils are based on reading and spelling diagnostic tests, and are carried out systematically and conscientiously. Arrangements for pupils transferring from Year 6 to secondary education are satisfactorily planned to minimise disruption to their education. The special educational needs co-ordinator meets with link secondary school staff prior to the transfer of pupils with special educational needs. The information sharing meetings allow schools to discuss and set appropriate individual education plan targets.
39. The school has made satisfactory progress in addressing most of the health and safety issues raised in the last report. The health and safety policy has been reviewed recently and practice of first aid is satisfactory, although some certificates are out of date. Risk assessments take place regularly and are now recorded. Ways to divert the footpath have been identified, and tenders have been invited for construction of the wall between the junior playground and car park. Deficiencies in the mobile classroom have been largely rectified. Equipment to monitor and regulate access to the school has very recently been ordered to improve the security of the site. However, there are still issues to resolve. School coaches still enter the open car park to collect pupils for swimming, and other cars and delivery lorries arrive throughout the day through the

open gates. Although some of the paving slabs have been repaired many others are in poor condition and there is no rolling maintenance programme. The school was notified of a number of concerns identified during the inspection, including the need to repair the chipped and damaged lino floor tiles and loose stair treads throughout the school building, and to store lunch boxes safely in the main corridor. The school does not consistently issue visitors' badges so that all authorised personnel are easy to identify.

40. Teachers know their pupils well and use their knowledge to monitor and guide pupils in their activities. Overall, satisfactory assessment procedures are developing, but they have not yet been drawn together to ensure that they are easily manageable and useful. Initial assessments are made when pupils enter school and these are used appropriately to track the progress of pupils through the first year of school. Pupils are tested at regular intervals during their six years in the school. The results of the tests are recorded and are beginning to be used to monitor the progress of boys and girls as they move through the school. This monitoring is then used to analyse areas that need to be developed within subjects and additional support and booster classes are given to help raise attainment. However, tracking the progress of boys and girls as they move through the school is still at an early stage, which is limiting its present impact on raising standards.
41. Systems for assessing and recording pupils' work in class are still in their infancy. Good use is made of targets for the learning and personal development of whole classes. Where it is even better, targets are set for groups within classes. Pupils are well informed of these targets and closely involved in setting and agreeing their own personal targets for improvement, which are then shared with parents during consultations. A sensible system for recording and assessing work in mathematics on a day-to-day basis, only in place for three weeks at the time of the inspection, has yet to make any impact. There are no other simple, agreed systems for recording and assessing daily work to inform the planning for the next stage of learning. Procedures for the continuing assessments of pupils as they move from one class to another are in place, but are rather fragmented and somewhat inaccessible, so are not always used consistently or effectively. As a result teachers are not always planning work which challenges pupils appropriately. There are potentially useful portfolios containing samples of pupils' work and photographs of activities in most subjects. However, they are not all clearly linked to levels of attainment or annotated to show exactly what the tasks were meant to achieve. As a result, teachers do not all share the same understanding of what levels of work they should expect from their pupils and again tasks are not always set at an appropriate level. Although there has been satisfactory progress in setting up assessment procedures since the last inspection, the school is aware that they are not yet fully developed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Partnership with parents is satisfactory, and has improved since the last inspection. The school works hard to maintain good links with parents, and to involve them in their children's lives at school. They are invited to help in whatever way they can and this help is appreciated. Three or four parent and grandparent helpers are in school daily to assist in classes and are well prepared to help with lessons. Others enjoy accompanying their children on educational visits, such as to Lydiard Park. The revived parent-teacher association runs successful fun and fund-raising events. The recent 'Beetle Drive', in which many parents and children participated enthusiastically, family discos and the summer fete were particularly enjoyed. These raised considerable sums of money, some of which has already been spent on computers

and play equipment.

43. Parents receive satisfactory information from the school through regular news and other letters, together with the prospectus and governors' annual report, although neither of these two contain quite all the statutory information required. Some parents, however, would welcome more information about topics to be studied. The school involves parents at an early stage where a child is identified as having special educational needs, for example in drawing up and reviewing individual education plans. Parents of pupils with statements of special educational needs are always invited to annual reviews of their children's progress and almost always attend. A minority of parents, however, still do not feel they are sufficiently well informed about their children's progress, although all like the new format of the annual reports. These set clear targets for children to achieve, and both children and parents are invited to comment upon them. Some parents report that the school does not work closely enough with them, although the headteacher and other members of staff are always ready to see them or to assist with form filling if this is needed.
44. The majority of parents have signed the home-school agreements. Their attendance at the two annual consultation meetings averages 80% and teachers are conscientious in contacting those who do not attend. Although none attended the governors' annual general meeting, parents generally do support the school's aims and ambitions for their children and all are keen to attend the Christmas school productions. Despite some parents' concerns about homework, this is set and marked and is relevant to the curriculum. Many help their children at home with their reading and other topics set, which makes a positive contribution to children's achievements and to their personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The school has worked hard to address the key issue from the previous report, to improve the leadership and management of the school, and has made significant progress in the relatively short time since the last inspection. The governors, headteacher and all staff are deeply committed to providing a broad and relevant education for the pupils and to raising standards. There is a good sense of team spirit amongst all who work in the school and a common sense of purpose, which creates an effective atmosphere for learning.
46. The headteacher provides sound leadership for the school. He has delegated areas of responsibility appropriately, although he is aware of the need to reduce the workload of the deputy headteacher, so that she can focus her considerable talents and energy on addressing the area of assessment. The senior management team represents all important areas of the school's daily life, and each member has a clear understanding and overview of their responsibilities. The headteacher and deputy headteacher meet weekly, as do the key stage co-ordinators, to discuss both day-to-day issues and longer term plans. However, the senior management team as a whole, which includes the co-ordinator for special educational needs, do not get together on a regular basis to keep an effective overview of all aspects of the work of the school.
47. Subject co-ordinators are tackling their roles with energy and enthusiasm. They have a clear picture of the current position within their areas of responsibility, and have produced detailed action plans for subject development. They monitor colleagues' planning regularly, to ensure that curriculum requirements are met. However, their involvement in the monitoring of teaching and the evaluation of pupils' work is less regular, being dependent on the phase of development, audit, action or trialling, within the school development plan. The headteacher makes regular, formal classroom visits to monitor the quality of teaching, scrutinises pupils' work and reviews teachers' short-

term planning weekly. Teachers together evaluate standards of attainment within pupils' work; termly in focus subjects, and in the core subjects at the beginning and end of each year. The headteacher is aware of the need to provide a tighter focus and improve the quality and frequency of this monitoring, to help raise teachers' expectations and support the determination and drive to improve standards throughout the school.

48. The governors are very supportive of the school and take a close interest in its work. The chair of governors is a frequent visitor, and has a very clear, objective view of its strengths and areas for development, including how the governing body itself can improve. Other governors visit as often as commitments allow and several work regularly in class. Governors' understanding of their roles and responsibilities, and their involvement in the management of the school, has increased significantly and is good overall. They bring a valuable degree of expertise to the school and attend regular training to keep up-to-date with educational developments. Every subject has an attached governor who takes a personal, well-informed interest in its development, and subject co-ordinators make regular presentations to the governing body as a whole. Regular committee and whole governing body meetings are focused and purposeful. Although not yet fully involved in drawing up the school development plan, governors approve the targets set and monitor progress towards these appropriately. They are increasingly taking an active role in establishing targets, both for the school and for individuals. The school development plan itself is a useful document, covering a three year development cycle for all subjects and action to be taken in relation to other aspects of the management of the school with both termly and longer-term targets. The plan is discussed and updated on a regular basis with all staff. Plans are well in hand for implementing performance management in the school.
49. Management of provision for pupils with special educational needs is satisfactory which is an improvement since the last report. The teacher in charge of the unit is also the special educational needs co-ordinator for the school. These roles are confusing in day-to-day practice, as he only works specifically with pupils at Stage 3 and above of the Code of Practice, although his role includes responsibility for all pupils on the school's register. He works hard to organise the support available and complete all the administrative procedures for the school's mainstream and special unit provisions. Liaison with external agencies, such as the speech and language therapist, is good. The governor responsible for special educational needs takes a keen interest, regularly meets with the co-ordinator, discusses latest developments and monitors the register effectively. The co-ordinator and his assistant have had appropriate in-service training, but class teachers have received little training in addressing the needs of pupils with special educational needs.
50. The special educational needs policy meets the requirements of the Code of Practice. The register is accurate and up-to-date, and the records of identified pupils are well kept. Statutory requirements for the statemented pupils are fully met. Pupils on the register have individual education plans drawn up satisfactorily, with specific targets for literacy, numeracy and behaviour appropriately set and reviewed termly. There are currently few targets set for pupils to develop personal organisation, fine or gross motor skills.
51. There are sufficient well-qualified, enthusiastic and committed teachers to meet the needs of the National Curriculum and all the pupils in the school. Well-trained teaching assistants give good support to pupils with special educational and other needs in the classroom and with additional literacy support. The school has good induction procedures to support and guide newly qualified teachers, and although no specific

mentor is provided for qualified teachers who are new to the school, they feel warmly welcomed. Performance management review replaces staff appraisal and new job descriptions are being compiled, although these have not yet been signed. The administration officer contributes positively to the smooth running of the school. All teaching and non-teaching staff are encouraged to go on appropriately identified courses.

52. The school uses its generous accommodation effectively, although two of the classrooms are currently over-crowded due to the increase in numbers of pupils. All areas are cleaned well by the caretaker but some of the fabric is in need of re-decoration and some partition doors are in a poor state of repair. New flooring and refurbished toilets have improved the mobile classroom and special needs unit, thus addressing one of the issues raised during the last inspection. Displays enliven walls and corridors throughout the school, although at this stage of the year not all celebrate children's work. The school has well-kept and spacious grounds, with perimeter fencing in satisfactory condition, although the footpath, running through school property, has not yet been diverted. There is little vandalism or litter. The condition of the two tarmaced play areas varies, with many drain covers having sunk or risen over time. New markings have improved pupils' choice of outdoor games during breaktimes.
53. The provision of learning resources has improved since the last inspection and is now satisfactory overall: it is good for mathematics, physical education, art, geography, special educational needs and the foundation stage. The school has addressed the poor condition of computers and this is now satisfactory with new ones installed. Storage of resources is generally satisfactory although the netball posts will rust if left for long outside the front entrance. Resources for literacy are generally good but the Key Stage 2 library is inadequate with some books on shelves that are too high for the younger pupils to reach. The range of books is also limited in both libraries and both need to be expanded and updated as funds permit so that pupils can be more actively engaged in independent research. Whilst there are sufficient books in the library to study Christianity, there are insufficient books about other beliefs and religions. The school makes sensible use of the local authority resource centre when needing additional or special items, for example to illustrate other religious beliefs.
54. The quality of financial planning is now satisfactory, which is an improvement since the last inspection. The budget is set carefully by the headteacher and governors, who take into account the priorities in the three-year school development plan. At present the school has a planned over-spend of just over one and a quarter per cent of its budget. This is largely due to fewer pupils in the special educational needs unit at present than the designated places. The school is fully aware of the situation and is monitoring it carefully. Specific grants such as those designated by the standards fund are spent appropriately and monitored carefully by the headteacher. Often the school supplements grants from its own budget such as those for special educational needs. The school is now beginning to use the principles of best value and in doing so is becoming more effective. The governing body is generally well informed and knowledgeable and takes a keen interest in the way the school is performing. It is beginning to take account of the data available to compare standards with those of other schools and to set targets for improvement. The finance committee is now much more efficient and meets regularly to discuss budget implications and major spending decisions. The chair receives quarterly budget statements that are discussed with the headteacher before being approved by the committee. However, whilst the governing body monitors the work of the school carefully, which is a significant improvement, it still does not have a formal means of evaluating the implications of its spending decisions. The day-to-day running of the school is smooth and efficient and the very

few recommendations in the last audit report have been put in place, for example the formal acceptance of the budget by the governing body. As reported in the last inspection, the school makes good use of the local authority financial services. It also uses local service level agreements with the authority and this has proved to be a cost-effective decision.

55. The school has worked hard to address the issues from the previous inspection, with marked success in a relatively short time period. The school is soundly led; all staff work closely together and have a shared commitment to improving standards and maintaining the warm family ethos of the school. The governing body has made great strides in improving its involvement in the school and understanding of its strengths and areas for development. Taking these factors into account, together with the slowly improving standards in the core subjects, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The governors, headteacher and staff should now:
- (1) raise standards in information and communication technology throughout the school, and place greater emphasis on its use in all aspects of the curriculum; (Paragraphs 6, 8, 23, 111-113)
 - (2) continue efforts to raise standards, particularly in the core subjects, at both key stages:
 - in spelling and writing,
 - in the presentation of pupils' work,
 - by providing better opportunities for pupils to develop their skills in learning independently – for example research and library skills; (Paragraphs 3-7, 17, 18, 23, 53, 74-78, 92, 102)
 - (3) refine existing assessment procedures and ensure their use, both over time and on a day-to-day basis, in order to:
 - assist teachers' understanding of the level of work to be provided at each stage; and of what they can expect pupils to do, both individually and in year groups,
 - secure pupils' progress in all subjects of the curriculum,
 - ensure that all pupils receive appropriate work which matches their level of ability, particularly the higher attainers. (Paragraphs 18, 20, 40, 41, 47, 87)
57. In addition to the key issues above, the following points should be included in the governors' action plan:
- (4) address the behaviour of a minority of boys in Year 3; (Paragraph 13)
 - (5) ensure the targets on pupils' individual education plans are fully reflected in lesson planning; (Paragraph 21)
 - (6) improve provision for pupils' understanding of life in a multi-cultural society; (Paragraph 33)
 - (7) ensure the late book is completed correctly; (Paragraph 36)
 - (8) address health and safety issues; (Paragraphs 39, 52, 120)
 - (9) improve library provision and the accessibility of books; (Paragraph 53)

(10) consider sharing resources and teaching in the reception classes, and improving levels of support from classroom assistants. (Paragraphs 62, 65, 70)

SPECIAL EDUCATIONAL NEEDS UNIT

58. The specialist learning centre supports pupils aged from seven to eleven who have moderate learning difficulties. There is capacity for 15 pupils, but at present the number on role is four. The centre is well managed and all paperwork is maintained according to the requirements of the Special Educational Needs Code of Practice. The centre is housed within a temporary unit shared with a mainstream class. They have half of a full-sized classroom, the other half being given over to storing some of the school's learning resources. The area where the children work is warm and light, with pupils' work displayed to good advantage and resources easily accessible to pupils. The centre is educationally effective, as a result of the hard work of the teacher in charge, but unless numbers can increase to be closer to the designated capacity, it is not financially viable.
59. Pupils are taught in withdrawal groups in the centre for literacy and numeracy. Although this runs counter to current national trends, the progress children make against their literacy and numeracy targets justifies the use of time out of their mainstream classes. Class teachers carefully ensure the work they cover matches the topic being done by the rest of the class. Most take time to bring centre pupils up-to-date with a lesson when they return from withdrawal classes, although this does not occur consistently. Pupils make good progress in relation to the targets identified on their individual education programmes. These concern the development of literacy and numeracy skills, mirroring the programmes of study their mainstream classes are following and carefully tailored to their individual needs. Occasionally targets for behaviour are included as well.
60. Teaching within the centre is good overall. The teacher in charge knows the strengths and weaknesses of his pupils well and shows them that he enjoys their company. His great patience has a very positive effect upon pupils' efforts and learning. Planning is clear and work addresses the individual needs of the pupils; it mirrors that occurring in the relevant mainstream classes, whilst making it more accessible for these particular children. Informal daily assessment is effective, with lessons being adapted appropriately as individuals grasp concepts more quickly than anticipated. The teacher in charge and specialist assistants work very effectively together, making a positive contribution to pupils' educational development. All have high expectations in terms of the effort and independence pupils should demonstrate. Staff are conscious of the gender imbalance within the withdrawal group, and its potential effect on the lone boy. At present there is no evidence that he is disadvantaged in any way, but staff continue to monitor this aspect closely.
61. Pupils respond well to the teaching within the centre and work hard to maintain concentration on the tasks they are given. They develop skills in working co-operatively, share resources well and are often supportive of one another's efforts. They show great pride in their work and get considerable pleasure from mastering a task or skill.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	78

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	7	40	45	7	1	

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	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	260
Number of full-time pupils eligible for free school meals	35

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	101

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	2.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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 the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	18	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12 (16)	10 (15)	15 (18)
	Girls	13 (10)	10 (10)	13 (9)
	Total	25 (26)	20 (25)	28 (27)
Percentage of pupils at NC level 2 or above	School	73 (79)	59 (76)	82 (82)
	National	N/A (82)	N/A (83)	N/A (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13 (16)	16 (19)	16 (19)
	Girls	14 (9)	16 (10)	16 (12)
	Total	27 (25)	32 (29)	32 (21)
Percentage of pupils at NC level 2 or above	School	80 (79)	94 (88)	94 (94)
	National	N/A (82)	N/A (86)	N/A (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	16	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13 (12)	12 (12)	15 (12)
	Girls	15 (5)	10 (6)	18 (6)
	Total	28 (17)	22 (18)	33 (20)
Percentage of pupils at NC level 4 or above	School	74 (45)	58 (46)	87 (51)
	National	N/A (70)	N/A (69)	N/A (75)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12 (12)	12 (14)	14 (14)
	Girls	14 (6)	13 (7)	15 (6)
	Total	26 (18)	25 (21)	29 (20)
Percentage of pupils at NC level 4 or above	School	65 (46)	66 (54)	76 (51)
	National	N/A (68)	N/A (69)	N/A (75)

Percentages in brackets refer to the year before the latest reporting year.

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
White	232
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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	1	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.

Teachers and classes

Qualified teachers and classes: Y R– Y6

Total number of qualified teachers (FTE)	11.3
Number of pupils per qualified teacher	23
Average class size	30

Education support staff: YR– Y6

Total number of education support staff	5
Total aggregate hours worked per week	112

Financial information

Financial year	1999 / 2000
	£
Total income	461 747
Total expenditure	462 827
Expenditure per pupil	1 721
Balance brought forward from previous year	334
Balance carried forward to next year	-746

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	57
Percentage returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	37	7	4	0
My child is making good progress in school.	46	50	2	2	0
Behaviour in the school is good.	38	54	4	0	4
My child gets the right amount of work to do at home.	30	44	18	2	6
The teaching is good.	46	50	0	0	4
I am kept well informed about how my child is getting on.	32	44	20	4	0
I would feel comfortable about approaching the school with questions or a problem.	59	32	7	2	0
The school expects my child to work hard and achieve his or her best.	59	37	2	0	2
The school works closely with parents.	38	36	24	2	0
The school is well led and managed.	30	48	18	2	2
The school is helping my child become mature and responsible.	41	52	5	0	2
The school provides an interesting range of activities outside lessons.	33	57	5	0	5

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

62. Children under five join the school in September, although the youngest children attend school part time to begin with. The good provision in the reception classes, reported at the time of the last inspection, has been maintained. Teachers continue to work hard to provide children with a wide range of interesting activities in a lively and stimulating classroom atmosphere. The two reception classes are adjacent, and children regularly use the large central area, shared with pupils in Key Stage 1. The classes are well equipped, with a good range of materials to support all the areas of learning. However, whilst teachers plan together closely to ensure children receive similar experiences, the structure of the building prevents them from effectively sharing resources and teaching.
63. Many children join the school with below average skills overall, particularly in relation to their personal, social and emotional development, and in relation to their speaking, listening and reasoning skills. Whilst a few children are somewhat shy and reserved at this stage in the school year, most have settled happily into class and concentrate well for reasonable periods of time. Teaching is good overall, and all staff have a clear understanding of the needs of these young children, who as a result are gaining confidence perceptibly. If current standards and progress are maintained throughout the year, the majority of children are on course to achieve the early learning goals by the time they leave the reception classes.

Personal, social and emotional development

64. Children's personal, social and emotional development is satisfactory. At this early stage in the term they are rapidly gaining confidence in their new environment through sympathetic and effective teaching. Whilst most work and play happily together, a few remain shy and reserved except with familiar adults. Children are aware of each other's feelings and supportive of each other, for example volunteering 'she said it as well' when a friend is too shy to speak out. Teachers make good use of circle time sessions to support children's social skills and develop their self-esteem, encouraging them to speak politely and invite others to join their play. Children are well aware of the class rules and routines, they behave well and enjoy tidying up efficiently at the end of sessions. They concentrate well for reasonable periods of time and confidently choose activities when given the opportunity.

Communication, language and literacy

65. Children's attainment in communication, language and literacy is appropriate for their age, and they are making good progress towards achieving the early learning goals by the end of the year. Although many children begin school with below average speaking and listening skills, the good teaching within the reception classes encourages them to gain confidence in expressing their views and listening carefully to others. Most lessons begin with lively discussions, during which the teacher carefully ensures all children participate. Teachers are adept at encouraging children to express their views, and use praise extensively to bolster their confidence. Children enjoy role-play, for example in the animal hospital, where 'the vet will know how to make your pet better' and happily discuss the treatment to be used! It is noticeable, however, that some small groups of children work silently, without discussing their activities amongst themselves. On these occasions, lack of additional adult support in the class prevented the teacher from intervening effectively to remedy the situation.

66. The literacy framework is used well by teachers to promote children's reading and writing skills. The initial whole-class sessions are lively affairs, with children joining in enthusiastically with shared 'reading' of familiar nursery rhymes and stories, such as 'Hickory Dickory Dock', and confidently recognising rhyming words in the text. Subsequent activities are carefully designed to reinforce the lesson's objectives and develop children's understanding. Children concentrate well and take pride in completing their tasks, although these are more purposeful when there is direct adult involvement.
67. Children make a good start with early reading and writing skills. They enjoy re-telling stories from the pictures in their books and a few recognise words and individual letters within the text. They treat books with care, turning pages and expanding on their stories with serious concentration. Teachers provide extensive opportunities for children to handle and appreciate books, and the display of Pat Hutchins books in one classroom provides valuable reinforcement of the concept of author, as well as contributing to children's personal development as they are expected to return books to the proper place. Children regularly practise writing, both within the activities associated with the literacy hour and during imaginative play. They enjoy experimenting with patterns and letter formation, and the majority have a reasonable degree of control when using pencils and crayons.

Mathematical development

68. Children's mathematical development is satisfactory, and the majority are on target to achieve the early learning goals by the end of the year. Counting skills are effectively reinforced as teachers lead lively sessions singing and reciting counting rhymes. Children enjoy these, and count confidently to ten, waving their fingers enthusiastically to indicate five, ten, fifteen and so on. Accuracy, however, begins to deteriorate after reaching ten! Teachers make good use of all opportunities for counting, such as at snack time, asking 'how many chocolate milk-shakes?'
69. Children recognise colours and shapes, such as circle, square and triangle, and describe these with reasonable accuracy in a game where their peers have to guess which shape they are feeling. Teachers lead these sessions well, reinforcing both shape recognition and counting skills effectively, and children respond enthusiastically. Children begin to recognise repeating patterns and use mathematical language appropriately as they print, match and sort shapes, in a good range of related activities. Teachers and assistants promote these skills well as they work with individual groups, encouraging children to think and talk about what they are doing.

Knowledge and understanding of the world

70. Children's knowledge and understanding of the world is developing well, effectively supported by good teaching and the wide range of activities provided in the reception classes. Children have daily access to sand and water play, with a good selection of equipment for measuring and capacity to encourage them to experiment and investigate the properties of these materials. They work with close attention as they fill larger bottles from smaller ones, making good use of the funnels to avoid spills! Some children chatter excitedly as they work; other groups are more silent, and would benefit from a greater level of adult intervention to promote their speaking and listening skills. When adults work closely with the children, the quality of learning is good. For example, a small group cooking buns discussed their ingredients and how mixing them made them change with quiet but serious concentration. The amount of prompting

from the adult working with them showed how little they would have discussed their work without her careful guidance. Children use the computer competently, showing a good level of mouse control and displaying their individual personalities in the finished pictures of 'Dressing Teddy'.

71. Effective teaching encourages children to explore and learn about the world around them. Children understand how they have changed since they were born, and how babies need special care. A lively display of children's photographs and paintings is further enhanced with pictures of important events in their teacher's life! In an exciting, well-planned lesson, children use their senses to explore the school environment, and describe what they saw, heard and smelt as they walked round with their groups with good attention to detail. Teaching is less effective when ideas are too abstract for the children to grasp, and planned activities do not link purposefully together. Although the teacher worked hard to get children to recall what they had done at the weekend, to develop their ability to describe past events, the children were not responsive and showed little curiosity in what was being said.

Physical development

72. Children's physical development is satisfactory overall. They are well co-ordinated when moving around the classroom, playground and hall, and pedal wheeled toys with great energy. Whilst there is no large apparatus in the playground for children to use, regular hall sessions are used well to develop their balance and control of movement. Children control balls and rubber hoops with skill appropriate for their age, and move over benches with care and concentration. They enjoy the warm-up activities at the beginning of lessons and teaching is good as the value of physical exercise is reinforced and sustained physical activity is maintained. Children respond enthusiastically to instructions, clear up promptly and efficiently, and all involved enjoy the lessons. Children's control over tools is less well developed. Some are awkward when cutting out shapes with scissors, but teachers' patient support encourages them to continue trying. A small group cooking managed to mix ingredients correctly, with appropriate assistance from the adult helper. Children show better control when using brushes and pencils, and teachers ensure they have regular practice in improving their fine motor co-ordination.

Creative development

73. Children's creative development is in line with the expectations in the early learning goals. They enjoy painting and printing, and create lively designs in primary colours. They pay appropriate attention to detail when painting their 'self-portraits'. At this stage in the term, children have not produced many pictures or models using different media, but the classes have ample resources, and teachers ensure that painting and modelling materials are readily available on a daily basis. Children sing familiar rhymes and songs confidently from memory, and reasonably tunefully. Teachers lead the singing well and encourage all children to join in with humour and praise. Singing makes an important contribution to children's personal development as they take turns to choose the song and lead the singing. Most children enjoy acting out their own imaginative stories in 'The Three Bears House' and 'Animal Hospital', although they find it difficult to lose themselves in an imaginative world, through lack of experience in imaginative play. Others are reticent about speaking out in front of their peers, but sympathetic adult encouragement is drawing them out of their shells.

ENGLISH

74. Attainment in English is below average at both key stages. This is largely due to the high numbers of pupils with special educational needs in all classes and to their low levels of attainment in literacy skills when they start school. The 1999 national test results at the end of Key Stage 1 show a dip in both reading and writing, and the picture is likely to be the same with the 2000 results, which is an apparent decline since the last inspection. This, however, is due to teachers becoming much more accurate in their assessment of pupils' work. The 1999 end of Key Stage 2 test results for English show standards that are well below average, but the 2000 results show the percentage of pupils attaining the expected Level 4 has risen from 45 per cent to 74 per cent. There has also been a rise in the percentage of pupils attaining the higher Level 5 from five per cent to 16 per cent, which is a significant improvement in standards.
75. Progress throughout the school, whilst having been erratic in the past, is now satisfactory overall including that for pupils with special educational needs. This is reflected in the improvement in standards at Key Stage 2. The school places appropriate emphasis on the teaching of phonics at Key Stage 1. Pupils in Year 2 gain a clear understanding of vowel sounds and apply this knowledge to their word building skills, which is helping them to read. Progress in writing has been unsatisfactory, but the school is well aware of this. It now places a greater emphasis on developing this skill, and progress is improving. Pupils in Year 6 are now working at the appropriate level in the National Literacy Strategy and are confident, for example, when discussing clauses. Progress in spelling and in handwriting, however, is unsatisfactory. The commitment of the current staff to raising standards, together with the implementation of the literacy hour, is beginning to have a positive impact on pupils' learning. Teachers are now giving more attention to the development of grammatical skills, to improving the quality of writing and to developing skills progressively. In Year 2 pupils are aware of writing for different purposes, such as giving instructions, whilst in Year 6 pupils know how to join simple sentences to make more interesting and complex ones.
76. At both key stages pupils listen and speak confidently, as reported at the last inspection. Pupils listen carefully to instructions, for example, in physical education, and concentrate well in lessons. In the literacy hour, pupils in Year 1 listen carefully in shared reading as the teacher reads 'Hickory Dickory Dock' and join in appropriately. In Year 5, pupils express their feelings sensitively after listening to a letter written by an evacuee, followed by role-play, and identify closely with another person's point of view. Pupils are frequently encouraged to discuss their work with each other, for example one pupil in Year 2 asked a friend 'What is your aim?' when writing instructions for a game. There is also strong emphasis on pupils using correct terminology in different subjects. Teachers use questioning techniques effectively to encourage pupils to listen carefully and then answer questions sensibly. Whilst the school develops pupils' speaking and listening skills well, there are too few opportunities for them to enter into formal debate and discussion.
77. Standards in reading at both key stages are below average overall. Attainment is low, due largely to low levels of skills when pupils join the school and to the high number of pupils with special educational needs, but progress for both boys and girls is satisfactory. There is evidence to suggest that standards are improving although rather slowly. At the end of Key Stage 1, pupils with average and above average attainment are beginning to read at the appropriate level. They are generally well supported by parents who listen to them read regularly. By the end of Key Stage 2, pupils identified as being above average read fluently but expression is limited. Parents appear to be less supportive. Pupils give their reasons for liking different authors sensibly and begin to discuss different styles. The majority of pupils, however, read much more hesitantly and whilst some are aware of their mistakes they are not always able to correct

themselves. The less able pupils do not always recognise their mistakes. In Key Stage 1 pupils are taught good strategies for building words, for example, through the use of phonics, and some continue to use these skills in Key Stage 2 to build unknown words. Library skills are unsatisfactory by the time pupils leave school with very few being able to locate books using either the colour codes or the number system, although most can locate information in a book itself by using the index and contents pages.

78. Standards in writing for both boys and girls are below average at both key stages overall, although the higher attaining pupils do reach the expected levels of attainment. This is a similar picture to that reported at the last inspection. The school is well aware of this, and is taking steps both within the school development plan and in the long-term curriculum map to rectify the situation. The results of this are evident in the lessons seen during the inspection, where there is great emphasis on both shared and guided writing in the literacy hour, and this is beginning to have a positive impact on standards and progress. Spelling at both key stages is unsatisfactory. At Key Stage 1 the more able pupils spell monosyllabic words correctly but have difficulties with some common polysyllabic words whilst other pupils have difficulty with many words. Overall punctuation is weak except for the use of capital letters, and handwriting is poor. However, there is now a much greater emphasis on shared writing which is being used effectively to teach pupils writing and spelling skills. By the end of Key Stage 2, standards in writing are improving although as at the last inspection progress is uneven. At Key Stage 2, extra time is being given to develop pupils' writing skills. In Year 6 strong emphasis is placed on the use of grammatical skills such as connectives to write sentences that have impact and that are more interesting. This is beginning to bear fruit as shown by the improvement in the percentage of pupils attaining Level 4 in the national tests.
79. Boys and girls enjoy the literacy hour and those in Year 6 show a reasonably keen interest in the additional writing lessons they have. They all concentrate well, and those with special educational needs nearly always have additional support, which is a significant factor in maintaining their interest and helping them to make progress. Teachers have few interruptions, which enables them to concentrate fully on their focused teaching group.
80. The quality of teaching in English is satisfactory in 93 per cent of lessons and good or better in 36 per cent of lessons. This is a significant improvement since the last inspection where a quarter of lessons were reported as being unsatisfactory. The National Literacy Strategy is having a significant impact on the quality of teaching and learning, in that lessons are well planned. The structure of the literacy hour has helped to ensure that lessons are better paced although this is not always the case in group work where pupils, especially the more able, are sometimes not challenged appropriately. Pupils with special educational needs are well provided for through the use of well-informed classroom assistants. Those who have most difficulty are sensibly withdrawn for additional help at the appropriate level.

MATHEMATICS

81. Attainment in the 1999 end of Key Stage 1 and 2 National Curriculum tests for mathematics shows that standards are well below average. Few pupils attained the higher Level 3 at Key Stage 1 or Level 5 at Key Stage 2. The trend in results over the past four years has been similar, and reflects the low attainment of pupils on starting school, the high turbulence of the school population and the significant number of pupils with special educational needs. The results for the 2000 tests show a marked

improvement at Key Stage 2, where results at Level 4 exceed the school's targets for improvement. Although the test results for both key stages appear to be lower than reported at the last inspection, this is not in fact the case. Evidence from the scrutiny of work and lesson observations are similar to the findings in the previous report, and indicate that pupils' standards are improving, and attainment is broadly in line with national expectations. It is too early to assess fully the impact of the National Numeracy Strategy on attainment and progress. However, from the interviews with teachers and lessons seen, it is apparent that there is a clear commitment throughout the school to raising standards in mathematics.

82. In all classes there is an appropriate emphasis on developing numeracy skills, and each lesson begins with mental and oral work in mathematics. As a result, at both key stages, pupils' mental agility is improving and they are beginning to explain their thinking clearly, using correct mathematical vocabulary. This is a clear improvement on the findings of the previous report. The youngest pupils at Key Stage 1 count and order numbers to 40 with confidence. They count backward from ten well, and begin to take one away from numbers when matching apparatus to children in the class. They make good progress in naming shapes and identifying their features. Their knowledge is extended when they begin to talk about and explore the features of three-dimensional shapes using correct mathematical vocabulary. By the end of the key stage, pupils successfully recall number bonds to ten to solve increasingly complex mental sums. They use directional language correctly and well, in order to follow instructions and describe positions when drawing houses and treasure maps.
83. At Key Stage 2, pupils show clear progress in understanding shape when working with regular and irregular polygons, and they measure accurately. They learn by heart and use multiplication tables for rapid recall in mental mathematics. By the end of Key Stage 2, pupils understand the place value of decimals and develop confidence when calculating fractions. They successfully grasp the idea of simple ratios and proportion of numbers, and express fractions as ratios. Pupils are given a broad range of mathematical experiences and they make slow but steady progress in mathematics as they move from class to class. Mathematics is used in some other curriculum areas, such as measuring in design and technology and data handling in science. However, planned opportunities for mathematics to be used across the curriculum have not yet been developed. At both key stages pupils discuss their work clearly and show a satisfactory development of mathematical concepts. However, the written presentation of their work is frequently untidy and difficult to decipher.

84. Provision for pupils with special educational needs is satisfactory. They often work in small groups outside the classroom where they study the same topic as the rest of the class and make satisfactory progress. All pupils enjoy mathematics, confidently and happily settling down to whatever tasks have been set for them. They are interested and work well together, supporting one another when solving problems. They listen well and show a willingness to work even when saying 'I don't get this'. They are keen to do well and work hard to please their teachers.
85. The quality of teaching is never less than satisfactory, and in nearly half of the lessons seen is good. Teachers have a satisfactory understanding of mathematics, which enables them to explain the main teaching points of the lesson clearly and well. The National Numeracy Strategy is used effectively to help teachers plan their lessons, and this is beginning to have a positive impact on teaching, for example, in the use of time during the numeracy hour. Good use is made of class and group targets so that both teachers and pupils share a clear understanding of what the lesson aims to achieve. A potentially useful portfolio of pupils' work is kept to show examples of work at different levels of the National Curriculum. However, some teachers are unsure about exactly what constitutes one level or another, and as a result teachers' expectations of their pupils are not always appropriate. Activities are planned for different ability groups within the classes but they are not always well matched to the groups or take into account what pupils have learnt before. Consequently the activity section of lessons sometimes slows down as pupils are not challenged appropriately, and this restricts the amount of progress that can be made.

SCIENCE

86. The previous inspection judged that pupils attained the expected standards in science by the age of seven, but by the age of eleven attainment was below average, due to the fact that the new scheme of work had not yet had time to influence standards attained throughout the school. This issue has been addressed successfully.
87. Results of the 1999 Key Stage 1 teacher assessments in science, show that standards were average overall, and results in 2000 show an improvement, with the percentage of pupils attaining the higher Level 3 being more than double that of the previous year. Inspection evidence, however, shows that pupils attain standards below those expected for their age, although this represents satisfactory progress when set against pupils' below average attainment on entry to the school. The discrepancy between inspection findings and the end of Key Stage 1 assessment picture can be accounted for by inaccuracies in teachers' assessments in the given tasks. The co-ordinator is aware of this discrepancy and conscious of how it has arisen.
88. The results of the National Curriculum tests at the end of Key Stage 2 in 1999 were well below the national average. Attainment in 2000 shows a marked improvement, with 87 per cent of the Year 6 pupils attaining the expected Level 4 or higher. Pupils currently in Year 6 are also attaining standards overall in line with those expected for their age. This pleasing improvement is due to the fact that the school has worked hard to address the areas for development in the school's science provision, and the scheme of work and shared planning arrangements, noted at the last inspection, have now had time to impact on pupils' attainment.

89. Pupils cover the full science curriculum, and make satisfactory progress in all year groups, with good progress in Years 5 and 6. Their investigation skills develop well throughout the school, particularly in lower Key Stage 2 classes. In Years 5 and 6 pupils are also given a great deal of scientific knowledge. Class discussions develop pupils' thinking and reasoning skills well, and written tasks build effectively on this. The school is aware that it has made insufficient provision for higher attaining pupils in the past, and is now planning regularly for work at Level 5 of the National Curriculum for the oldest pupils.
90. Improvements to planning ensure that pupils' scientific understanding is developed systematically. In Year 2, for example, pupils investigate changing materials, by squashing, bending, twisting and stretching them, with enthusiasm. Effective teaching provides pupils with clear instructions and well-organised resources, so that they concentrate closely on their investigation. They discuss their findings confidently in pairs and as a whole class, and sort their materials accurately into those which change and those which do not. Pupils in Year 4 build on their understanding of materials and their properties by investigating the change that occurs when they are heated or cooked. Pupils enjoy the practical investigations and most have a clear understanding of how to conduct a fair test. Older pupils at Key Stage 2 learn about earth's place in space and demonstrate the movement of the earth through investigations of shadows. Work develops effectively from investigation of the hours of sunset in different seasons in Year 5, to understanding why the sun appears to move across the sky in Year 6. Teachers make good use of video programmes and practical apparatus to explain and demonstrate concepts, and pupils respond with thoughtful and sensible contributions to discussions.
91. Pupils throughout the school enjoy practical science and relish opportunities to undertake investigations. They test out a range of objects with care and precision, sharing equipment well. Pupils listen and contribute well in whole class discussions, and are keen to extend their knowledge and understanding, although in some classes they become restless when teaching fails to interest and excite them.
92. All teaching is at least satisfactory, with much good teaching in Key Stage 2. In good lessons, teachers make effective use of questioning to assess and develop pupils' understanding. They plan activities that grab pupils' attention and excite them, and use experimental work well to develop pupils' thinking and investigative skills. Teachers plan activities carefully to involve pupils of all abilities, including those with special educational needs, by perhaps working with more able classmates or with the help of a supporting adult, and by simplifying tasks and recording. They encourage pupils to listen to one another and chair lively discussions. Pupils respond enthusiastically, and their thinking and reasoning skills develop well as a result. However, sometimes discussion is led too heavily, with teachers 'telling' pupils rather than allowing them time to deduce concepts from their discussions, or draw conclusions from their findings. Teachers are less successful when they fail to control the significant minority of pupils who do not obey class rules to listen to each other. At both key stages, pupils are not given sufficient opportunities to design their own experiments. Teachers guide the design of experiments too much, so that pupils have insufficient experience of conducting open-ended investigation, or of the chance to discover why their designs for experiments do not work.

ART AND DESIGN

93. Standards in art and design throughout the school meet the required standards and pupils' progress is satisfactory. The concern in the last report, regarding pupils' knowledge and understanding of the work of other artists, has been successfully addressed through sound new long-term planning. This ensures that the curriculum is well balanced and meets requirements. Unfortunately, as the inspection took place early in the term, pupils' work on display was limited.
94. At Key Stage 1, pupils become increasingly aware of the use of colour and make good progress from mixing colours in Year 1 to matching colours in Year 2, with increasing accuracy. They know how, for example, to make darker and lighter shades using black and white. Good teaching limits the number of colours that pupils use, which helps pupils focus very clearly on what they are learning. They learn the first steps in printing and make simple patterns. Pupils in Year 1 make sound progress, for example, when they learn about the use of line when drawing self-portraits. Their work is then linked to that of Picasso, with pupils enthusiastically adding inappropriate colours! Many of them find the finished results amusing, especially when the whole class discusses its work at the end of the lesson. At Key Stage 1 pupils are given a wide range of experiences, working with different materials such as clay, textiles and paper sculptures.
95. At Key Stage 2 pupils build on earlier skills, so that by the end of the key stage they become increasingly aware of the impact of line and texture on the work they produce. In Year 6, for example, sketches from the classroom window were of a high quality. Pupils know that artists such as Constable and Turner use different techniques, and reproduce these, for example by using pencils of different hardness. They make sound progress in developing such skills as shading, enlarging and using perspective. Pupils use appropriate artistic language, for example, in Year 5 when discussing line and shape. They use a wide range of different media such as powder paint, clay, textiles and paper which helps to give them an understanding of techniques such as batik, printing, painting, collage and modelling, with a good range of their work being seen in photographs. Progress though this key stage tends to be more erratic than at Key Stage 1, which is reflected in the attainment of pupils in different year groups. In Year 5, for example, pupils do not have sufficient experience of using water-colours. However, the new curriculum map will help to ensure that skills are developed more systematically.
96. Pupils at both key stages study art from other cultures. In Key Stage 1, for example, they make African masks whilst at Key Stage 2, they look at the work of Aboriginal artists and make Islamic tiles. The work of other artists has a very high profile. In Key Stage 1, for example, pupils look at the work of Picasso, Van Gogh and Janet Bolton whilst at Key Stage 2 they study the work of Barbara Hepworth, Paul Klee, Escher and many others. The use of computers is limited, although some work was seen in numeracy through symmetrical drawings produced using computers. However, the school now has plans to develop this aspect, for example through the use of a digital camera. All pupils have a sketchbook which they keep throughout the school. This gives teachers a clear indication of the progress that they are making. Formal assessment, however, is under developed.
97. The quality of teaching is satisfactory with many good aspects. Teachers ensure that pupils learn to be critical of their own and others' work through the well planned plenary session that takes place at the end of every lesson. As a result, pupils obviously enjoy their lessons; they concentrate well and work enthusiastically. They appreciate evaluating their work at the end of lessons, discussing it with the teacher and other

pupils. This aspect also contributes to the development of their literacy skills. Pupils work well as individuals or in groups, for example, one Year 2 pupil was heard to say 'Do you want to use my colour; it's lighter than yours?'. In a recent week devoted to art in the environment pupils took great pleasure in creating pictures and three dimensional models using the materials that they found around them such as stones, leaves and twigs.

DESIGN AND TECHNOLOGY

98. At the time of the last inspection, standards in design and technology were in line with national expectations by the end of both key stages, although resources were limited and pupils worked in cramped conditions amongst large class numbers. There has been satisfactory improvement in these aspects of the subject.
99. Whilst only one lesson in the subject was seen during the inspection, additional evidence comes from displays of pupils' work in classrooms and around the school, scrutiny of past work and examples of designing and making in pupils' files. The subject co-ordinator also produced a design and technology portfolio of moderated work. Based on this evidence, attainment at the end of both key stages continues to be in line with national expectations and pupils, including those with special educational needs, are making satisfactory progress.
100. Pupils at Key Stage 1 make simple celebration pop-up cards. They complete reasonably detailed design plans, including a list of materials needed, before making their cards. Other pupils make bags, sewn from a range of fabrics and threads. They develop their designs with reasonable accuracy and learn to join and assemble materials in various ways, including using sewing machines, with appropriate adult support. Photographs show pupils clearly enjoying their work and handling tools and equipment sensibly and safely.
101. At Key Stage 2, pupils produce detailed design folders connected with their bread-making project. They consider carefully the value of bread as a staple food, list ingredients required for recipes and the methods they use for making and cooking the dough. The detailed step-by-step instructions are clear and easy to follow, and pupils also enjoy designing and making their own versions of bread for the class recipe book. Pupils' slipper designs are imaginative, and include the materials required, size of foot and ways of fastening the sole to the upper.
102. The quality of teaching and learning is satisfactory at both key stages. Teachers provide a good range of opportunities to develop pupils' skills in cutting, sticking and joining. Satisfactory planning, using national guidelines, ensures that pupils use tools and materials appropriately. However, there is little reference in teachers' planning to progression in the development of skills. The design process is developed soundly, but sadly pupils are not always given sufficient time to turn their designs into real objects. Teachers encourage pupils to design and evaluate their projects satisfactorily, but marking does not consistently help pupils to consider ways of improving their designs or develop their skills.

GEOGRAPHY

103. Attainment in geography at the end of both key stages is in line with national expectations, and pupils make satisfactory progress throughout the school. Standards have improved since the last inspection, attributable to knowledgeable subject leadership from the headteacher, and a new programme of study for humanities which balances the study of geography and history effectively. Teachers carefully and effectively ensure that pupils develop geographical skills and knowledge in a progressive way as they move through the school. For example, in local studies, pupils in Year 1 consider their own environment, reading and drawing plans of their school and identifying the routes they use to travel between home and school. Older pupils at Key Stage 1 consider the physical features of Calne, discussing the types of building they observe and how these have changed over time. In Key Stage 2 the local studies progress through considering the safety aspects of the school grounds to the oldest pupils in the school learning about regeneration projects such as the new by-pass and plans for new municipal buildings.
104. Similarly, in their studies of physical geography, teachers develop pupils' knowledge and understanding systematically throughout the school. For example, water is a theme which runs from the youngest to the oldest pupils. The youngest pupils learn about weather, considering patterns in rainfall around the world and the implications of these. This progresses well through the study of how water is used, treated and distributed in this country (visiting a local water treatment works to further their understanding) to older pupils learning about rivers, and undertaking fieldwork in and around the town as they study how various small brooks travel to join the river. Year 6 pupils study coastal formations on their residential trip, looking particularly at the effect of wave erosion.
105. Teaching of geography is satisfactory with many good aspects. Teachers use good questioning to extend pupils' understanding, to excite them about geography and to develop their ability to draw conclusions. Teachers carefully balance the teaching of subject knowledge and the development of geographical skills. As a result pupils use appropriate geographical terminology throughout the school and develop sound geographical skills. Teachers involve pupils with special educational needs fully in lessons, either through working with more able classmates, assisted by a supporting adult, or by simplifying tasks. However, although teachers identify assessment opportunities within each project, these do not yet combine to form a systematic programme of assessment for geography throughout the school.

HISTORY

106. Attainment in history at the end of both key stages is in line with national expectations. Overall pupils make satisfactory progress at both key stages. Standards have been maintained since the last inspection.
107. No lessons were observed at Key Stage 1 and so judgements about standards attained have been made from discussions with pupils and the examination of pupils' work. The youngest pupils in the school begin to develop a sense of chronology as they consider the differences between themselves now and when they were babies and sequence events in their own lives. This sense of chronology is further extended as older pupils in Key Stage 1 learn about aspects of the past beyond living memory. For example, when studying the life of Florence Nightingale they develop an appropriate awareness of chronology in another person's life through considering how the various events of her life influenced later ones.

108. At Key Stage 2, history teaching is good. Teachers make good use of literacy skills within guided research to develop pupils' skills in historical enquiry and interpretation of historical evidence. For example, in their studies on Victorians, pupils research the life of working children during the period. Some teachers also encourage pupils to use computers to research information stored on CD-ROMs, for example, pupils were searching for information about great Victorian inventors during the inspection. This is beginning to impact positively on their ICT skills.
109. Teachers use questioning effectively to involve everyone in discussions, and involve pupils with special educational needs fully, either through working with more able peers, or by simplifying tasks. They use class discussion effectively to assess pupils' understanding of historical enquiry and events and assessment opportunities are identified within each topic. However, assessment within history is not planned systematically across the school, and curriculum planning does not yet ensure that pupils build successively upon the skills acquired in previous years.
110. Teachers at both key stages make good use of a range of resources, including books, artefacts from the local resource library service, visits from members of the community and visits out of school, to bring the subject alive for pupils of all ages. As a result pupils respond well in lessons and listen attentively to their teachers and visitors. For example, when learning about Britain since 1930 talks by older members of the community develop their understanding of everyday life in wartime and encourage pupils to think about how it felt to be an evacuee. Visits out of school such as to Lydiard House or the Victorian schoolroom at Sevington extend their understanding of life in other ages effectively through, for example, dressing up and role-play activities.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. Raising standards in information and communication technology (ICT) was an element within the key issues identified at the time of the previous inspection and the school has made some progress towards addressing this. Investment in new hardware has overcome the problem of unreliable, ageing and incompatible machines, and an Internet connection has been established. The scheme of work ensures all elements of the curriculum are covered and has been updated to include new National Curriculum requirements. However, this improved provision, and greater teacher awareness of the need to use ICT across the curriculum, has yet to impact fully on standards. Most pupils are not confident in using computers, either in the basic skills of, for example, mouse control, or as a tool to support learning in different subjects. Attainment in the subject is below national expectations by the end of both key stages.
112. All classes have regular, timetabled, ICT lessons and teachers use demonstration lessons appropriately to introduce the work for the week, which pupils then complete in pairs or small groups. Teachers' confidence in the subject is sound and often good, but the majority of lessons focus heavily on developing pupils' skills rather than on the value of ICT as a medium to enhance learning across the curriculum. Most of these lessons are introduced well; pupils listen closely to the explanations and are keen to volunteer to demonstrate when given the opportunity. They remember instructions clearly, as is evident when watching subsequent groups working independently, and are happy to discuss their work. However, the skills they demonstrate are below those expected for their ages, and many year groups are at the same level of attainment. For example, pupils throughout Key Stage 2 practise the basic functions of word processing, such as changing case, font and size, and checking spelling on pre-entered text, and there was no evidence of pupils using word processing to publish

their own work. The same graphics program is used in both Key Stage 1 and Key Stage 2, and work scrutiny shows pupils in Year 6 first designing an abstract pattern on paper before reproducing it on screen. Pupils in Years 5 and 6 all enter the same data into a spreadsheet, but there is no evidence of them collecting and collating data of their own. Opportunities to use ICT as an additional tool, for example in art, geography and mathematics, are not maximised. One session for older pupils, introducing the use of the Internet, is unproductive as the teacher provides a specific question to answer and subsequently the exact key words to locate the site where the answer is to be found. The pupils are passive, following instructions without evident enthusiasm, and the session is too short to achieve its objective. By contrast, pupils in another Key Stage 2 class enthusiastically glean information from the Internet in connection with their history topic. They work co-operatively and thoroughly enjoy the activity.

113. The impact of improved expectations is more noticeable at Key Stage 1, where attainment is closer to national expectations than at Key Stage 2. The youngest pupils show good mouse control when 'dressing teddy' and creating lively pictures, such as 'a mouse eating cheese' using a graphics program. Pupils in Year 2 clearly show they understand how to enter instructions into a programmable toy during a lively and effective demonstration by the teacher. A boy / girl pair subsequently use this knowledge to drive the toy successfully round a route, carefully building up a complete sequence of instructions through trial and error. The co-ordinator is aware of the need to establish an effective system for assessing and recording pupils' attainment and progress so that their skills can be developed systematically, their progress improved and standards raised throughout the school.

MUSIC

114. The previous inspection reported that standards in music were satisfactory. Only one lesson was seen in music at Key Stage 1 so it is not possible to make a secure judgement about standards at the end of this key stage. Attainment in music is in line with national expectations by the end of Key Stage 2 and pupils make satisfactory progress.
115. Pupils at Key Stage 1 learn how to 'warm up' their voices before singing. They thoroughly enjoy acting as conductors, raising and lowering their hands while the rest of the class respond by singing up and down a scale. Pupils make good progress within lessons to learn new songs and sing tunefully together. Some develop the confidence to sing solos in front of the class very well, and they develop a good sense of rhythm. Pupils at Key Stage 2 explore rhythms and learn to maintain a beat when chanting nursery rhymes in three parts. They improvise to make their own rhythms, and grow in confidence as the lesson progresses, moving hands and shoulders in time to the beat. Pupils learn new songs quickly and well, and enjoy singing familiar songs like 'The Cat Came Back' with expression and clear diction. Most pupils can explain the value of notes but those who can name them confidently can be identified as being mostly recorder players. Music is played whilst leading in and out of assembly, and pupils are encouraged from time to time to listen, and talk about the composers. Sadly, however, little singing occurred in assembly times. Pupils with special educational needs participate fully with the rest of their class and make satisfactory progress.
116. All pupils enjoy singing and join in with enthusiasm. Pupils at both key stages concentrate well to learn new songs and listen with great care to the music and words. In the one lesson seen at Key Stage 1, the teaching was good, with clear instructions and good involvement of pupils in activities which stimulate their interest and enthusiasm. Teaching at Key Stage 2 is satisfactory. A member of staff who is a

music enthusiast teaches the Key Stage 2 classes for alternate half terms, and a commercial scheme of work supports teachers who are non-specialists, enabling them all to teach basic skills on a regular basis. No lessons using instruments were seen, but there is a satisfactory range of instruments for pupils to use, and ample photographic evidence shows them performing in front of others with obvious pleasure.

117. Visitors who bring musical activities to the school enrich the music curriculum well. Students from the local secondary school visit the school to encourage and inspire pupils to continue learning to play musical instruments. Members of an American hand-bell team visited the school to talk to and play to the pupils, and a drum workshop was clearly enjoyed by everyone. A music week is planned for later on during the term to stimulate pupils' interest. Pupils in Key Stage 2 have the opportunity to join the popular school choir which contributes well to the life of the school when putting on productions. Pupils have the opportunity to learn to play the recorder as a lunch-time activity. Four pupils learn keyboard, but sadly only two are currently learning to play the clarinet with a peripatetic teacher.

PHYSICAL EDUCATION

118. Pupils at both key stages, including those with special educational needs, meet the required standards in physical education. Progress at Key Stage 1 is good, but at Key Stage 2 it is erratic and is too dependent upon individual teachers' skills.
119. At Key Stage 1, pupils are given a wide range of experiences from dance to games and swimming, although the main focus during the inspection was on gymnastics. Pupils learn to travel in different ways such as bouncing and jumping, with some work being skilfully linked to numeracy as the concept of direction is developed. Pupils move competently using apparatus, including the floor, at different levels and take into account the use of space. They learn to consider their own safety and that of others by using apparatus cautiously and sensibly. They are aware of the need to warm up and cool down at the beginning and end of lessons. In dance pupils listen carefully to the music and change movements according to rhythm and timing, for example, Year 2 pupils moving to the Riverdance music. At Key Stage 2 pupils continue to develop their gymnastic skills by linking sequences of movements together. They become increasingly aware of the way in which they use different parts of their body, for example, arms and legs when putting sequences of movements together and forming symmetrical and asymmetrical patterns. They use apparatus sensibly and this gives them confidence when they use equipment at different heights. However, pupils are not engaged sufficiently in sustained activity because too many pupils are standing still for too long. Consequently progress is erratic. Games have a high priority and lessons are supported well through after-school clubs such as football and netball, and the school has been reasonably successful in local tournaments. Unfortunately only one games lesson was seen, which had to be taken in the hall due to inclement weather, and did not give a clear indication of the development of pupils' skills. The school places great emphasis on swimming, and by the time pupils leave school 95 per cent can swim 25 metres.
120. Pupils are all enthusiastic about physical education, and are keen to take part. They have good attitudes and are very well behaved, and this has a positive impact on standards. All pupils are fully aware of the need to use equipment safely and respond to teachers' instructions immediately. Pupils with special educational needs are very well catered for and receive good additional help so that they can take part in lessons fully. The older pupils work co-operatively and sensibly when getting equipment out and putting it away. Nearly all pupils change and the few who do not wear the appropriate

equipment are given other tasks such as observing different groups. Some pupils, however, were observed wearing hooped earrings, which are a hazard in these lessons.

121. The quality of teaching is good at Key Stage 1 where lessons are well paced and pupils make good progress. At Key Stage 2, however, teaching is overall unsatisfactory, with limited subject expertise, some over-cautiousness when using equipment and unsatisfactory management of pupils. The quality of teaching picks up, and by the end of the key stage, good lessons were seen in gymnastics and swimming. A positive feature of all lessons is the time which teachers spend in discussing pupils' work with them. They encourage pupils to evaluate their own work and that of others and to make suggestions as to how it can be improved.

RELIGIOUS EDUCATION

122. Pupils' attainment in religious education was an issue in the last inspection report. There has been considerable improvement in the subject and the issue has been fully addressed. Standards in religious education now meet the requirements of the locally agreed syllabus by the end of both key stages and pupils make satisfactory progress.
123. At Key Stage 1, pupils learn about belonging to families and about their special friends. Religious education contributes well to pupils' personal and social education as they understand the importance of introducing themselves to lonely children in the playground. They begin to think about what creation means and explore interesting ideas of what God might look like. They learn about Christmas and sequence the main features of the story. At Key Stage 2, pupils know and remember stories and characters from the Bible. They make thoughtful responses to what they think about God, developing their own ideas which they express clearly; 'God might be just everything you know'. They know about the Gospels and begin to reflect on the meaning of them for Christians to day. Pupils develop a good understanding of the values held by Christians and reflect very thoughtfully on how beliefs affect the lives of believers. This develops attitudes of tolerance and respect for others, which is reflected in their behaviour during lessons and in the playground.
124. Evidence shows that pupils are introduced to Judaism and Islam, and learn the basic features of both beliefs. The curriculum is enhanced by visits to places of worship such as the local church, and by speaking to the vicar and other churchgoers about what their faith means to them. Pupils make sound progress in understanding that beliefs can be very important to many people. Discussions in religious education contribute positively to the development of pupils' speaking and listening skills. However, whilst writing about the subject contributes satisfactorily to their literacy skills, written work in their books is generally not well presented. Collective worship contributes well to religious education by linking themes such as encouraging pupils to consider how to be a good friend, and thinking about the meaning behind parables such as the Prodigal Son.
125. Pupils listen to their teachers and each other very well. They concentrate carefully on issues they are being asked to consider and give thoughtful replies. The quality of teaching is satisfactory and some is good. Good use is being made of the new locally agreed syllabus to plan work which builds on previous learning. However, there are insufficient opportunities for pupils to conduct their own research into other religions by using the library or Internet. Teachers give clear explanations and are clear about what they want children to gain from discussions. Pupils' contributions are encouraged and listened to with a respect that helps them to realise that they also should respect other

people's views. Where teaching is less effective it is almost too tolerant and lays insufficient stress on developing the ideas of right and wrong, for example, when pupils are faced with a moral dilemma such as what they should do if they find a large amount of money on the pavement.