

## INSPECTION REPORT

**CROPREDY CHURCH OF ENGLAND**

**PRIMARY SCHOOL**

Cropredy, Nr. Banbury

LEA area: Oxfordshire

Unique reference number: 123090

Headteacher: Mrs H Winwright

Reporting inspector: Kevin Hodge  
Ofsted inspector number 18466

Dates of inspection: 4<sup>th</sup> - 6<sup>th</sup> December 2000

Inspection number: 225184

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Station Road Croprey Near Banbury
Postcode:	OX 17 1 PU
Telephone number:	01295 750210
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Appropriate authority:	Governing body
Name of chair of governors:	Mr P Morley
Date of previous inspection:	10 <sup>th</sup> -12 <sup>th</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr K Hodge 18466	Registered inspector	Science, information and communications technology, design technology, physical education,	The school's results and pupils' achievements, How well is the school led and managed? Equal opportunities, English as an additional language
Mr A Anderson 14083	Lay inspector		Pupils' attitudes, values and personal development,  How well does the school care for its pupils?  How good does the school work in partnership with parents?
Mrs M Powell 19387	Team inspector	English, music, Religious Education, art and design	How well are pupils taught?
Mrs J Underwood A 11419	Team inspector	The Foundation stage, mathematics, geography, history Special educational needs	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is located in the village of Cropredy, near Banbury, and serves many surrounding villages and farms. There are 118 pupils on roll, which is smaller than the average primary school. The school is a mixture of older and newer buildings and there are plans to extend some class areas further in the next six months. There are very pleasant and extensive playing fields, along with an outside swimming pool used in the summer months. Two pupils have statements of special educational need and the proportion of pupils on the special educational needs register is below that found nationally. A small percentage of pupils are from ethnic minorities. The attainment of pupils when they first enter school is broadly in line with the County average. The school has had a high turnover of teaching staff during the past six months.

### **HOW GOOD THE SCHOOL IS**

The Headteacher, staff, and governors have made good progress in improving the school's overall effectiveness. Improvements to the teaching, analysing the school's results and clear action plans have helped to remedy the serious weaknesses highlighted in the last report. This is raising the day to day standards attained by pupils, and the results compare favourably with similar schools in most subject areas. The overall management of the school is good. The governors support the school well in all key areas of the school's work. The school promotes very good behaviour and attitudes in the pupils, who feel secure and valued. Visitors are made to feel welcomed and a caring ethos is promoted throughout the school. The school provides sound value for money.

#### **What the school does well**

- Has consistently good teaching through the school.
- Promotes high standards of reading for its pupils throughout the school.
- Promotes above average standards in music and religious education for the oldest pupils.
- Encourages and expects high standards of behaviour and respect.
- Develops very good attitudes in the pupils.
- Promotes the pupils' moral, social, and cultural development well and their spiritual development very well.
- Has a good range of extra curricular activities.
- Develops very good links with the local community.

#### **What could be improved**

- The standards of attainment in information and communication technology at Key Stage 2.
- The consistent use of assessment information to modify planning in foundation subjects.
- The arrangements for homework.
- The precautions taken to prevent accidental access to the pond and stream.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was inspected in February 1998 and was judged to have 'serious weaknesses'. The report highlighted below average standards in English, design technology, information and communication technology and art. A high proportion of the teaching was unsatisfactory, and elements of the curriculum were weak, such as the development of the pupils' cultural awareness. The governors and the recently appointed headteacher have made strenuous efforts to address the key issues. They have been very successful in improving nearly all of the areas noted. The teaching has improved to a good standard generally and standards both in the national tests and the day to day work have risen. Standards in information and communication technology are still below average at Key Stage 2, but new building work combined with a new computer suite reflects the school's commitment to improve the pupils' skills in this area. Overall, the school has made good progress in addressing the issues identified in the last report and no longer has any 'serious weakness'.

## 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
	1998	1999	2000	2000
English	D	B	B	B
Mathematics	E	B	C	C
Science	C	D	C	D

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

Throughout the school, the pupils are attaining sound standards in English and mathematics. They reach good standards in their reading, which are reflected in national test results at Key Stage 1. They also attain well compared to other schools nationally in English at Key Stage 2, and these higher standards were noted during the inspection, particularly in the pupils' reading and listening skills. There have been some inconsistencies in the results in mathematics for the oldest pupils, but they are now broadly average when compared to other schools. In science, the pupils attain standards broadly the same as other schools nationally, but slightly below the levels attained by similar schools. From a low point in 1998, the rising trend in results has been maintained in most subjects.

The school sets appropriately challenging targets, which were exceeded by the percentage of pupils attaining the expected levels in both English and mathematics.

Standards in information and communication technology, although in line with expectations at Key Stage 1, are below those expected for the oldest pupils. The difficulty in access to computers and their number, which has only just been improved, restrict progress for these pupils. The quality of work in music and religious education is particularly good by the time pupils are eleven. In art, history and religious education at Key Stage 1, judgements about standards are not possible due to lack of evidence, but in all other subjects, standards are in line with the nationally expected levels and the pupils are achieving appropriately.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils have very positive attitudes to school and each other.
Behaviour, in and out of classrooms	Good. The children move around the school carefully and without fuss, and are well behaved in class.
Personal development and relationships	Good. There are good relationships evident between the pupils, which contribute to the good ethos.
Attendance	Very good.

The behaviour of the pupils and their attitudes are strengths of the school. In nearly every class, the standards of behaviour are good and the pupils co-operate willingly with one another. In the playground, they play together well, despite the comparatively small amount of space available.

## TEACHING AND LEARNING

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

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

The teaching is good overall and is a strength of the school. In two thirds of lessons, it was either good or better and no unsatisfactory teaching was observed. The teaching is particularly strong at the end of both key stages. In these lessons, the teachers are particularly skilled in providing activities that stimulate their pupils. The expectation of what they can do is high and is leading to improvements in what they can achieve. The teachers generally plan well, and know which areas their pupils need to improve upon, particularly in key skills. The teaching of literacy and numeracy is secure and the national strategies are being used effectively. Assessment is used carefully in English, mathematics and science, but not consistently in other subjects to modify planning. The pupils with special education needs are supported through clearly planned activities and greatly helped by the class assistants. The teaching has improved significantly since the last inspection and is leading to improving standards and increased learning for the pupils within their daily activities.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced and takes appropriate account of national strategies. Statutory requirements are met.
Provision for pupils with special educational needs	Good. Pupils receive good support in lessons through carefully targeted support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The pupils develop a good understanding of how to behave, relate to others and how their culture is different from others. Their spiritual development is particularly good, and they have very good opportunities for reflection within assembly times.
How well the school cares for its pupils	Good. The school monitors the overall progress of the pupils well, and individuals are cared for very sensitively.

The parents support the school with very little reservation. The links with parents are developed well, with regular newsletters about specific events and activities. The annual progress report to parents is good and meetings are arranged to discuss progress regularly. A range of events is planned throughout the year to supplement activities such as barbecues, and links with local events.

The foundation stage curriculum, which was weak at the time of the last inspection, is now planned satisfactorily. At both key stages, the curriculum is planned appropriately and the extracurricular activities are particularly good. These take place after school and at lunchtime and involve a high number of the staff and pupils. Activities such as the science club and orchestra generally support the pupils' development well.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and staff have worked hard to improve the effectiveness of the school. The headteacher has provided clear and supportive leadership during a period of staff change and uncertainty. The school improvement planning is good and gives clear priorities for action.
How well the governors fulfil their responsibilities	Good. The governors are supportive and proactive. Their links with the school are now well established, particularly in regard to the subjects of the curriculum and aspects such as special educational needs. They fulfil their 'critical friend' role well.
The school's evaluation of its performance	Good. The analysis of weaknesses both in the test results and in specific areas of the pupils' work, such as writing, is good.
The strategic use of resources	Satisfactory. The use of resources is sound overall. The decision to reduce class sizes is appropriate and the school gives sound value for money.

The school has a good level of teaching staff for its size. The teachers are supported effectively by class assistants, although this slightly varies in quality. The arrangements for the teaching and support of the pupils who have special educational needs are good. In most subjects of the curriculum, the resources are sufficient for the pupils' needs, but the location and inadequate number of computers are restricting the progress that the pupils can make. The buildings are generally adequate, but a new extension being built in 2001 will give much needed space for the older pupils and help to relocate the computers. The finances of the school are administered well, and the school is beginning to use the principles of 'best value' effectively.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• They feel comfortable approaching the school.</li> <li>• The school expects their children to work hard.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Their children don't get the right amount of work to do at home.</li> <li>• They are not well informed about progress.</li> </ul>

The inspectors agree with the many positive comments that were made both in the questionnaires and at the parents meeting, mainly praising the high standards of behaviour and the care the school has for pupils. In the questionnaires and at the meeting, a number of parents raised the issue of homework. The inspectors agree with their views and agree that this should be an issue for action. The inspection evidence suggests that the school make good provision to inform parents about progress and attainment. We do not support the parents' views on this matter.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Throughout the school and in nearly all subjects, the pupils are achieving higher standards than were reported in the last inspection. The most recent national test results show that the school is continuing the upward trend in performance. The inconsistencies in results in the past, particularly in mathematics at Key Stage 2, are now decreasing. The last two years has seen results generally and steadily improving. However, the most recent results in mathematics have dropped slightly when compared to the national averages, but the school has exceeded its own target of 70% of the pupils reaching expected levels this year. English standards have risen overall in both key stages, and the pupils' reading in Key Stage 1 is well above the national average. Generally, the standards of work of the oldest pupils have also continued to rise and are now above average when compared with schools nationally. This is in contrast to results achieved in 1997 where standards were well below those of other schools nationally.
2. The inspection findings confirm that standards are now better than were reported in February 1998. The weaknesses in English have now been addressed and the pupils at both key stages make sound gains in their learning. They achieve particularly well in reading and their speaking and listening skills are satisfactorily developed. However, progress has not been so rapid in developing the standards of writing for the higher attaining pupils. The older pupils in Key Stage 2 achieve well and the percentage attaining the expected levels is broadly average. The proportion reaching the higher level, 5, is greater than other schools nationally. This year the school exceeded its own target of 75% of the pupils reaching the expected levels in English. The National Literacy strategy has had a positive effect upon raising standards across the school.
3. In mathematics the pupils attain sound standards at both key stages, which is similar to the position reported in the last inspection. The effective introduction of the national numeracy strategy has helped to raise the pupils' skills and abilities. As a result of the generally improved teaching, standards are now more secure and the pupils achieve appropriately through both key stages. Their mental abilities are developed well, and the oldest pupils' facility in solving mathematical problems is good.
4. In science, the pupils attain sound standards and achieve well within the majority of lessons. Good teaching is having a positive effect in raising the pupils expectations of what they can do, and an emphasis on investigative work is developing their understanding well, particularly that of the younger pupils in Key Stage 1.
5. Since the last inspection, standards have improved in design and technology and at both key stages are now in line with what is expected. There are some indications that standards have also risen in art, but there were no lessons seen during the inspection week. Work on display reflected appropriate standards, but it was insufficient to make a secure judgement overall. Standards in information and communications technology have been maintained at Key Stage 1, and at Key Stage 2 remain below what is expected for the majority of the pupils. Additional computers have helped to give the pupils greater chance to develop their skills, but are not yet raising standards sufficiently to the appropriate levels.
6. In music, standards are above national expectations for the oldest pupils in Key Stage 2, which is an improvement since the last inspection. The pupils attain standards in geography, history, at Key Stage 1 and physical education throughout the school, which are in line with those expected nationally. In religious education, the older pupils attain higher standards than those seen at the time of the last inspection. Overall, the school has increased the pace of improvement in nearly all the areas that were identified in the last report. Improved teaching and resources are having a positive effect upon raising standards, but have not yet had enough time to do so more fully, notably in information and communication technology.

### **The pupils' attitudes, values and personal development**

7. The pupils' attitudes to their work and the relationships within the school are very good. Their behaviour and personal development are also good. The teaching and non-teaching staff, parents and the pupils themselves have high expectations of the standards of behaviour that are acceptable in the school. The vast majority of parents believe that behaviour in the school is good.
8. The pupils' attitudes towards learning in the school are very good. Nearly all the pupils consistently demonstrate very positive attitudes to their work. They are confident, motivated, enthusiastic, and eager to learn. They listen carefully to their teachers, willingly ask and answer questions, and freely offer their own ideas and suggestions. They quickly settle down diligently in class, and are capable of maintaining sustained periods of concentration.
9. Overall, standards of behaviour are good and sometimes very good. The pupils behave well and generally act in a mature and responsible way. They move around the school in a very quiet and orderly manner. Their behaviour in the classrooms and in assemblies is consistently good and there is no disruption to learning. They maintain the same standards at breaks and in the dining hall at lunchtimes and they make best use of the small space available. The children work and play in an environment that is free from oppressive behaviour, bullying, sexism, and racism. The combination of high standards in the pupils' personal discipline and consistently good class management by the teachers has a positive effect on the standards of attainment achieved in lessons. There were no exclusions in the academic year prior to the inspection.
10. Relationships in the school are very good. The pupils relate very well to their teachers, to other adults with whom they come into contact, and also to one another. Pupils of all ages are polite, courteous, and welcoming to visitors. They consistently show respect for their teachers, each other, and the environment. They play extremely well together in mixed age and gender groups. They collaborate well, share resources, take turns, and listen to each other. During assemblies the pupils show appropriate respect for the occasion, willingly joining in hymn singing and bow their heads during prayers. There is no deliberate damage to resources or school property and a noticeable absence of litter around the school site.
11. The pupils' personal development is good. They are learning a very good range of social skills that is helping them to develop into well-rounded individuals. They support local and national charities and meet an appropriate range of visitors from the community. Older children are also offered the opportunity to go on a residential trip. The children respond well to opportunities for taking responsibility for their own work in the classrooms. In some lessons, when not subject to direct teaching they were observed working independently and completing their work. Where opportunities for taking on formal responsibilities around the school are offered, for example, planning and organising charity collections, the pupils respond in a mature and sensible way.
12. Levels of attendance have improved since the last inspection and are well above the national average. The rates of unauthorised absence are broadly in line with the national average. The pupils enjoy coming to school and there is a low level of recorded lateness. Most of the pupils come to school on time and the lessons, assemblies, breaks and other activities start and finish promptly.
13. The high standards maintained in behaviour, attendance and punctuality are strong features of the school and have a positive impact on the standards achieved.

### **HOW WELL ARE THE PUPILS TAUGHT?**

14. The teaching is good overall. There are significant strengths particularly at the ends of both key stages. The quality of teaching in all of the lessons seen was at least satisfactory, and in over two thirds it was either good or better. This represents a very considerable improvement on what was reported at the previous inspection. It reflects the concerted and consistent determination of the staff to improve the teaching in order to raise the pupils' attainment.

15. The teaching of the youngest children is satisfactory. They are well supported by the classroom assistant who works under the close direction of the class teacher. However, the class teacher should ensure that an appropriate amount of time is spent teaching this group of young children who are in a mixed age class with Year 1 pupils. The planning of the work for this group is soundly based on recently published national guidance, but is weaker in identifying the way the pupils are challenged during play and more formal activities.
16. In both key stages, the teachers now plan their lessons thoroughly and set out clearly what they want the pupils to learn. Each lesson has a clear focus and frequently the objectives for intended learning are shared with the pupils. This was a particularly strong feature in the teaching of the oldest the pupils where the aims of a music lesson were initially made very explicit, referred back to at appropriate points of the lesson and reviewed when the activities had ended. In the better lessons, the tasks set for the pupils are interesting and challenging and give them some scope to use their own initiative and imagination. This was seen clearly during a lesson in religious education, where after discussion the pupils engaged in a lively role-play activity.
17. During lessons in literacy and numeracy, the tasks are set in a way that challenges the various groups of the pupils at different levels. A good example was seen in a class in lower Key Stage 2 where the pupils were interpreting information from block graphs. The challenge, both for the more able pupils and for those whose mathematical understanding is at an early stage, was appropriate and motivated them to engage with the problems set for them. The literacy and numeracy strategies are being implemented effectively through the school. Regular targets are set for the pupils in English, mathematics, and science. The teachers monitor the pupils' progress quite carefully in these core subjects to inform planning in other lessons. Currently, however, this is an underdeveloped feature of planning in the foundation subjects. The assessments are not used consistently to influence the planning of subsequent work.
18. The pace of many lessons is brisk. For example, the introductory mental sessions during numeracy lessons sharpen up the pupils' thinking and contribute well to their developing mental agility. Overall, the teachers' expectations of the quality of the pupils' work are appropriate, and in the best lessons they are high. However, higher standards are still possible in relation to handwriting and the presentation of work. The teaching of writing is now more securely established in the school, but there is room for still greater consistency in the approach to developing pupils' writing. Relationships between the pupils and their teachers are very good and make a positive contribution to the pupils' learning.
19. The teaching of the pupils with special educational needs is good overall. Generally, the activities take good account of the learning targets set in their individual education plans. The learning support assistants help the pupils to raise their attainment especially in literacy and numeracy, but they are not sufficiently involved in the actual planning of the work. The quality of support is somewhat inconsistent, but that provided for the pupils with physical needs is excellent, enabling them to participate fully in the activities. Where the support assistants keep regular and precise records of the pupils' progress, and these are shared between all the adults, the quality of provision improves.
20. There is a strong commitment to teamwork. This is very evident in the consistency of the planning for the literacy and numeracy lessons. A promising feature of the teaching is the way that teachers incorporate national guidelines into their daily and weekly plans. The quality of marking is somewhat inconsistent. The best is very informative and helps the pupils to know where they need to improve. Comments made to the pupils as they work are generally helpful.
21. The improved teaching is having an increasingly beneficial effect on the development of a variety of skills. Attainment in writing, particularly by the end of Key Stage 2, is rising as a result of better planning of a wider range of work and improving attention to how important skills are taught. More consideration now needs to be given to ensuring that literacy skills are consistently developed and applied across the curriculum. The school recognises that a similar, consistent approach must be

adopted in regard to the teaching of information and communication technology. The pupils read very well, the result of the skilful way in which teachers and other adults have encouraged reading. The pupils are motivated to learn because they enjoy the tasks. Many of the teachers challenge them well through questioning but do not always demand enough of them when they respond.

21. The framework for supporting reading at home significantly enhances the teaching and learning which takes place in the classroom, however the arrangements for homework are insufficiently clear or consistent between classes. **This is a key issue for action**

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

22. The school provides a broad, balanced and well-planned curriculum and all the statutory regulations are met. There is equal access to the curriculum for all the pupils, including the children with special educational needs. The school has successfully introduced the National Numeracy and Literacy strategies. Assessment is used very well in English, mathematics and science to modify future planning, but is not used as effectively in other subjects. **This is a key issue for action**
23. The provision for the pupils under five years of age is appropriate and the curriculum offers experiences that are based on the National Early Learning Goals. This is an improvement since the last inspection. There are some weaknesses as yet in the provision for information and communication technology. A new building to include a computer suite along with the installation of new hardware and software is planned to improve provision.
24. The long and medium-term planning is good overall and is now providing effective continuity and progression. The teachers' short term planning draws effectively on the more detailed documents and is reviewed daily as the teachers evaluate the pupils' learning after each lesson. Literacy skills have suitable links to other subjects where pupils are encouraged to write for themselves. There are good opportunities for the pupils to develop their speaking and listening skills in a wide variety of situations. However, there is relatively little evidence of mathematics being used across the curriculum, although some examples were seen in geography work in Year 3.
25. The provision for the pupils' personal, social and health development is good. They are encouraged to take responsibility for their own learning in many literacy and numeracy lessons when they are expected to work with little or no adult supervision. The provision for the pupils with special educational needs is good and supports the learning targets identified in their individual education plans. The additional support given by learning assistants enhances the learning of these pupils.
26. The school provides a good range of extracurricular activities, which take place during the lunchtime or after school. These include band, choir, football training, gardening, art, chess and other activities. The governors also help when they are available. The Reception/Year 1 teacher liaises with the playgroup leader when planning topics for the children in the Foundation Stage to ease the transition to their new class.
27. The provision for the pupils' moral, social and cultural development is good and for their spiritual development is very good. This is a great improvement since the last inspection, which deemed the pupils' cultural development to be unsatisfactory and the other areas as satisfactory.
28. The very good provision for spiritual development is promoted through assemblies. These are well planned, with appropriate content and time for reflection and prayer. The pupils are encouraged to think about how they treat others, how they are treated and how to be thoughtful towards each other. In a Year 5/6 religious education lesson, the pupils considered art and belief, by looking at Coventry Cathedral and the use of patterns in Islam. A celebration of the pupils' talents, effort and good work is a regular feature of assemblies. Displays of artwork and music for assembly are additional ways of encouraging the pupils to appreciate the beauty of the world around them.
29. Moral education is promoted well through stories told in assembly, the production of class and playground rules, discussions with the pupils and displays in each classroom. A system of rewards

encourages the pupils to behave in an acceptable way, to be kind and thoughtful to others and to work hard to achieve success. All staff provide good role models and take every opportunity to teach the principles that distinguish right from wrong: circle time helps to reinforce this.

30. The pupils are expected to look after the school and to take responsibilities. These include clearing up after lunch, setting up the hall for assembly, watering the plants and caring for the library. The older pupils look after the younger ones, particularly during wet playtimes and lunchtimes. They are encouraged to use their initiative to raise money for charity and are expected to organise the event themselves with minimal support from the adults.
31. A criticism of the previous report was the lack of planning for developing the pupils' understanding of their own culture. This has improved and is now good. The pupils use the local area to explore how life has changed and how the village has developed. They visit museums, enjoy maypole dancing and attend the festival of folk dancing. Their understanding of other cultures has been enhanced by a visit to the Ismaili Centre by pupils and by looking at celebrations from other faiths, such as the Chinese New Year and Diwali. Around the school, there are displays of Aboriginal art and non-western music is occasionally played.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS THE PUPILS?**

32. The school effectively supports its pupils and the staff strive hard to promote their welfare. The headteacher places a high priority on pastoral care and provides very good leadership in this aspect. The teachers are very approachable and supportive. The non-teaching staff are dedicated, committed and provide good support for both teachers and pupils. All members of staff, teaching and non-teaching, have a very good understanding of the school's pastoral and welfare procedures, and implement them conscientiously and consistently. Very good provision is made for medical and first aid requirements, and the arrangements for dealing with routine matters, such as minor accidents, are very good. Conscientious teachers, who are alert and vigilant, supervise the pupils well at breaks. Experienced and efficient supervisors undertake lunchtime supervision, and the standard of care is high.
33. The school makes good use of a wide range of appropriate external support agencies. The non-teaching support assistants and parent/governor helpers are deployed effectively and used well to support the pupils and teachers. Support for the pupils with special educational needs is good generally and some parents brought this to the attention of the inspection team. The child protection procedures are securely in place and there is a good awareness of these issues throughout the school. There are also very good procedures for health and safety. They are well known and understood by all members of staff who consistently demonstrate safe working practice in lessons. The governing body and the headteacher take their health and safety responsibilities seriously and all the required safety inspections and checks are regularly carried out and properly recorded. However, a risk assessment has been undertaken, but not yet formally recorded, thus diminishing its effectiveness. A small number of minor health and safety issues were brought to the attention of the headteacher during the inspection. There are two potentially serious safety hazards concerning the school site. An unfenced stream flows down one side of the site, and the fence round the school environmental pond is insufficient to prevent casual access. **This is a key issue for action**
34. The school has very effective procedures in place to promote and monitor discipline and good behaviour. All members of staff have high expectations of behaviour, and discipline is administered consistently and well. This has a positive influence on the high standards of behaviour maintained in the school. Attendance is monitored rigorously. Absence is meticulously recorded, immediately followed up and appropriate action taken.
35. The headteacher, class teachers, and the support staff know their pupils extremely well and have a very good understanding of their individual personal needs. The assessment policy and the procedures for monitoring and recording the pupils' academic progress are good. The class teachers maintain detailed pupil profiles, monitor their pupils' work well and keep comprehensive and detailed records. Individual

targets are set and assessment information is used, for example, to allocate support. However, the use of assessment information to guide curricular planning is variable. The headteacher is aware of this and is placing a high priority on improving the consistency of this use of assessment.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

36. The school has very effective links with the parents. Most parents consistently indicate their high level of satisfaction with almost all aspects of the school. However, some parents expressed concerns about the inconsistency and irregularity of homework. The inspection evidence tended to support these parents' views, and the homework provision overall was judged to be unsatisfactory. The school enjoys the active support of the majority of parents. A small but committed number of parents and governors regularly help in the classrooms and around the school. For example, a number of parents have trained as lifeguards to help with supervision of swimming in the school swimming pool. There is a strong and active parents' association, which organises social and fund raising activities for the school. In addition to raising funds, the parents involve themselves in projects such as carrying out site improvements. The school is very welcoming, the staff is very approachable, and parents were regularly observed talking to class teachers at the start and close of the school day.
37. Day to day contact between the school and home is good. The school sends out regular newsletters and other communications to parents about specific events and activities. It publishes an attractive and informative prospectus. The governors hold an annual meeting with the parents and publish an annual report. However, the current report fails to include all the statutorily required information, for example, details of the teachers' professional development and the sections concerning pupils with disabilities. Annually, the parents are given a good written progress report and offered appropriate opportunities to attend meetings to discuss their children's work and progress with their teachers. The reports consistently indicate what the pupils can and cannot do, progress being made, and where the pupils are finding difficulties. They also set targets for improvement.
38. Overall, the school's links with parents considerably enrich its work and have a positive effect on the pupils' academic achievement and personal development.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

39. Overall, the leadership and management provided by the headteacher and governing body are good. The significant instability and changes in staffing during the past year have been managed effectively by the headteacher who was appointed since the last inspection. The school was previously judged to have 'serious weaknesses' in aspects such as attainment, curriculum, and teaching. Nearly all of those areas identified have been improved upon considerably, and the school is well placed to advance further.
40. The monitoring and evaluation of the action plan has been effective in several key areas of the school's work. The headteacher's own regular and effective system of monitoring has contributed to the improved planning and teaching found in the school. The school's performance compared to others is analysed effectively, and areas identified for further improvement are included in ongoing plans for improvement. Writing in Key Stage 1, for example, was a focus for development this year as was improving numeracy in the daily mathematics lessons. The subject co-ordinators have a clear focus upon raising standards, checking planning and monitoring progress in English, mathematics, and science. However, the high number of subjects for which some teachers are responsible limits their ability to oversee them all as effectively as they would wish. Both the governors and headteacher are clearly making the rise in standards a priority and evaluations of the school development plan make appropriate reference to improved results.
41. The governors are well informed about the different aspects of the school's work. The sub committee

structures allow the effective sharing of information and the efficient tackling of different issues. The minutes of meetings are thorough and reflect the governors' high degree of concern for the school. A recent Local authority audit of the school's progress had a high profile in the meetings of the governing body who, with the headteacher, acted upon the weaknesses identified. Individual governors are linked effectively with different subjects of the curriculum, such as information and communication technology and special educational needs. Regular discussions with the co-ordinators presentations by the teachers provide the governors with additional information. They often help in school and in extracurricular activities. The vice-chairman of governors works in the adjoining playgroup, for example, and different governors help in the after school activities. The governors fulfil nearly all of their statutory duties except those relating to items of information for parents contained in their annual report.

42. Financial decisions, such as raising staffing levels, are well conceived and relate closely to the overall priorities chosen. Day to day finance is administered carefully and the principles of best value are applied appropriately. The competition aspect is addressed particularly effectively by the use of different suppliers. Other funds, such as those for teacher training, are carefully targeted to get best value. The financial systems are effectively organised. Computers are used to administer the budget, which is regularly monitored by the headteacher and governors. Given the school's rise in standards, but comparatively high costs per pupil, it gives sound value for money. Overall, the governors strike a good balance between their two roles of supporting and being a 'critical friend' to the school.
43. The co-ordination and support for the pupils with special educational needs is good overall. The headteacher is currently managing the co-ordination of special needs and is assisted effectively by a governor who liases closely to ensure that the pupils receive suitable support.
44. The school has a good level of staffing for its size. The governors' decision to reduce class sizes where possible is having a positive effect on the pupils' behaviour in many classes and in improving standards within the lessons. Several classes are supported effectively by classroom assistants, although this support varies in quality. It is more effective when the assistants are closely involved in planning the various activities.
45. The accommodation is adequate overall, but it varies from classroom to classroom according to age and condition. The pupils moving between the hall and classrooms have some difficulty in wet weather and the staff room and administration areas are separate from the head teacher's office. These difficulties are managed well and disruption is minimised. The older junior classes share a teaching area, which works well for most of the time, but difficulties arise, for example, when one class is either involved in noisier activities or is returning from swimming. There are well-advanced plans to extend the buildings to address this difficulty and to provide a space for a computer suite. The school has pleasant and spacious fields where an outdoor swimming pool is located. There is also an environmental area with a pond that provides additional opportunities for the pupils' activities, although it is insufficiently protected from unsupervised entry. The level of resources is satisfactory overall, although the siting and use of computers render it difficult for the pupils to make sufficient progress in gaining key skills.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

46. The governors, headteacher, and teachers should continue to implement their school improvement plan paying particular attention to:
  - (1) Improving standards in information and communications technology at Key Stage 2. **(paragraph 99)**
  - (2) Extending the good practice of assessment to all subjects. **(paragraph 22)**
  - (3) Clarifying the school's policy on homework. **(paragraph 21)**
  - (4) Preventing unsupervised access to the pond and stream areas **(paragraph 33)**





## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and the pupils	19

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	34	34	31	0	0	0

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

### Information about the school's the pupils

The pupils on the school's roll	Nursery	Y R – Y 6
Number of the pupils on the school's roll (FTE for part-time the pupils)		118
Number of full-time the pupils eligible for free school meals		12

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y6
Number of the pupils with statements of special educational needs		2
Number of the pupils on the school's special educational needs register		20

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

Pupil mobility in the last school year	No of the pupils
The pupils who joined the school other than at the usual time of first admission	9
The pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	4.7

#### Unauthorised absence

	%
School data	0.15

National comparative data	5.4
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National comparative data	0.5
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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 the pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	10	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of the pupils at NC level 2 and above	Boys	6	6	6
	Girls	10	10	10
	Total	16	16	16
Percentage of the pupils at NC level 2 or above	School	94 (95)	94 (95)	94 (95)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of the pupils at NC level 2 and above	Boys	6	6	7
	Girls	10	10	10
	Total	16	16	17
Percentage of the pupils at NC level 2 or above	School	94 (95)	94 (95)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

#### Attainment at the end of Key Stage 2

Number of registered the pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	6	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of the pupils at NC level 4 and above	Boys	5	6	6
	Girls	5	4	5
	Total	10	10	11
Percentage of the pupils at NC level 4 or above	School	77 (83)	77 (83)	85 (78)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
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Numbers of the pupils at NC level 4 and above	Boys	3	5	3
	Girls	4	4	4
	Total	7	9	7
Percentage of the pupils at NC level 4 or above	School	54 (56)	69 (56)	54(67)
	National	70 (68)	72 (69)	80 (75)

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

***Ethnic background of the pupils***

	No of the pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	113
Any other minority ethnic group	5

*This table refers to the 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	0	0
Other minority ethnic groups	0	0

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

***Teachers and classes***

**Qualified teachers and classes: Y R – Y 6**

Total number of qualified teachers (FTE)	6
Number of the pupils per qualified teacher	19
Average class size	23.2

**Education support staff: Y R – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	56

**Qualified teachers and support staff: nursery**

***Financial information***

Financial year	1999-2000
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	£
Total income	226796
Total expenditure	228722
Expenditure per pupil	1955
Balance brought forward from previous year	28583
Balance carried forward to next year	26657

Total number of qualified teachers (FTE)	N/A
Number of the pupils per qualified teacher	N/A

Total number of education support staff	NA
Total aggregate hours worked per week	NA

Number of the pupils per FTE adult	NA
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*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	90
Number of questionnaires returned	35

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	3	0	0
My child is making good progress in school.	43	51	3	0	3
Behaviour in the school is good.	49	46	3	3	0
My child gets the right amount of work to do at home.	9	66	17	9	0
The teaching is good.	46	51	3	0	0
I am kept well informed about how my child is getting on.	49	34	14	0	3
I would feel comfortable about approaching the school with questions or a problem.	77	17	3	3	0
The school expects my child to work hard and achieve his or her best.	54	46	0	0	0
The school works closely with parents.	40	49	9	0	3
The school is well led and managed.	66	26	0	0	9
The school is helping my child become mature and responsible.	43	43	9	0	6
The school provides an interesting range of activities outside lessons.	46	43	6	6	0

### Summary of parents' and carers' responses

The parents' meeting was very positive with little negative comments made. The pastoral nature of the school came out very strongly, as did parents' view of the standards of behaviour of the pupils. There was a strong feeling that the recently appointed Headteacher had played a significant part in the noticeable improvements seen so far. There was concern raised about the consistency and clarity about homework, both at the meeting, and in the parental questionnaires. The inspection findings support parents' views both about the high standards of behaviour, the standard of leadership of the Headteacher and the difficulties about homework.

### Other issues raised by parents

There were no other issues raised by parents

**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**

47. There is no nursery and children join the Foundation Stage in the reception class in the term in which they will be five. The assessment procedures undertaken soon after they enter indicate that overall attainment on arrival is average compared to others in the county. The school follows a programme of work that covers the six areas of learning recommended by the Department of Education and Employment. Since the start of the term the teacher is working within the new guidelines for early learning goals. Much of the planning is related to the National Curriculum although the early learning goals are covered within those areas. At the time of the inspection, there were only five children in this age group and most had already celebrated their fifth birthday. As the children are in a mixed aged environment, they are able to move easily, when they have achieved the expected levels for children aged five, onto appropriate elements of the National Curriculum.

**Personal, Social and Emotional Development**

48. Attainment in personal, social and emotional development is average by the age of five, with the children mixing and socialising well. On entry, most of the children have already had some experiences in the playgroup so they are able to work together, share resources and are beginning to learn and understand the need to take turns and listen to each other. For instance, a group of children observed reading to the class teacher waited very patiently for their turn. They use “Santa’s Workshop” as an area for role-play. They can be Santa, an elf, or even a reindeer! They behave well in all situations and are able to concentrate, although in a cookery lesson they became quite excited at the prospect of making Strawberry Buns and found it difficult to be calm and quiet. The teacher creates a supportive atmosphere where each child is valued and, in turn, wants to please.
49. The teaching in this area is satisfactory. The work planned enables the children to extend their experiences, to develop ways of learning through play and to build effective relationships with one another.

**Communication, Language and Literacy**

50. The children’s attainment in this area is average and by the age of five they are confident articulate talkers; they respond well to questions posed by both the teacher and the learning support assistant. Throughout all lessons, they are encouraged to develop their vocabulary and listening skills. All children enjoy books, and take great pleasure in handling and caring for them. The youngest children are able to talk about the book they are reading; and some are beginning to recognise initial letter sounds and a few key words. Most can talk about a favourite story and some can retell them in detail. Many children can write their name and are in the early stages of learning to write and spell key words. A scrutiny of the work of last year’s Foundation Stage shows that, by the end of the year, some children are able to write short sentences, but without punctuation. The writing of most children is becoming better formed and legible.
51. The quality of the teaching is satisfactory. The teacher’s planning is clear and takes into account what the children know and can do. An appropriate range of activities, including ones for speaking and listening, is provided. The children respond well to the class introduction to the literacy hour and enjoy these activities. However, the teacher makes little input to the group work, which is supported almost entirely by the learning assistant, and occasionally opportunities to extend the children’s knowledge are missed.

**Mathematics**

52. The children’s attainment in this area is at least average. They can correctly recognise and sequence numbers up to 10. They are also able to understand and use the expressions “more than” and “less than” when counting to 10. During a game of “Slippery Snake” the children are equally confident

counting forwards or backwards. In the whole class session, the children begin to tell the time by using the phrase “o’clock”. When shown 12 o’clock and asked what the time is, a child replied “Lunchtime!”. Scrutiny of the work covered by the children in last year’s foundation stage shows that they begin to recognise two-dimensional shapes such as square, circle, and hexagon. They also appreciate number patterns and sequences and learn simple addition up to 10. They also have experience of using appropriate vocabulary such as heavier, lighter, taller shorter. The children enjoy the tasks set and work well by sharing resources and helping each other. They are interested and make satisfactory progress.

53. The quality of the teaching is satisfactory. The work planned is clear and includes appropriate tasks, but there is minimal direction of the activities by the teacher and too much reliance on the learning support assistants to assist these children. However, the class sessions and teacher range of activities catch the interest of the children and ensure a positive attitude towards mathematics.

### **Knowledge and Understanding of the World**

54. At the age of five, the children’s attainment is average in this area of their work. Scientific knowledge about light and dark is gained by exploring how to change the colour of light by using paper and torches. The names of the main body parts have been learnt as part of a topic about “Ourselves”. They are enthusiastic about making strawberry buns and understand the need to follow a recipe correctly. In history, they have begun to develop an understanding of chronology by sequencing three photographs of themselves at different ages and writing about themselves. On the wall is a display of a bird’s eye view of the classroom so they are beginning to develop geographical skills. A scrutiny of last year’s work at the foundation stage shows that other areas covered include musical instruments and what various percussion instruments could represent. For example, they used a xylophone to represent footsteps and wooden blocks to imitate a creaking door. There is also evidence of the children listening to and appraising music. The good range of activities available to the children provides them with many interesting opportunities and they respond well. For instance, the pupils enjoyed their activities in their own 'North Pole' corner, experimenting with torches to create shadows. The teacher has used a good approach to stimulate the pupils' learning.

### **Physical Development**

55. The children’s attainment in this area is at least in line with that of other pupils’ at the end of the foundation stage. They are able to use a pair of scissors and can cut fairly carefully along a line. They can hold a pencil correctly and are beginning to have good control when writing their name. In physical education lessons, the pupils control their movements well and the youngest are beginning to develop their throwing and catching effectively. The teacher is keen to improve the pupils' skills and her teaching is effective.

### **Creative Development**

56. By the end of the foundation stage, the children’s attainment in this area is average. They enjoy listening to music and know a range of nursery rhymes. They can copy shapes to make a picture and can paint a self-portrait using different media. They have drawn firework pictures on both white and black paper, deciding that the picture was more effective on the black paper as it showed up more. During the inspection, there was no opportunity to observe any lessons concerned with the children’s creative development, such as art or music, so no judgement can be made about the quality of the teaching in these areas of the curriculum.
57. The previous inspection criticised the curriculum and teaching for the foundation stage. The issues have been successfully addressed and children are provided with opportunities to choose a range of activities during the afternoons. These include sand and water, role-play, large and small construction toys and many others. All the teaching was satisfactory and this is an improvement. The school is aware that as yet there is no secure play area for the foundation stage; it is planned to develop such an area when the new buildings are complete.

## **ENGLISH**



58. Standards are steadily improving overall. The high standards in reading have been maintained and are well above the national average by the end of Key Stage 2.
59. In the 2000 National Curriculum tests for seven-year-olds, the proportion of the pupils reaching the expected level was well above the national average, but no pupils achieved the higher level, three, in writing. Standards in speaking and listening at Key Stage 1 are higher among the girls than the boys. The school is aware of this and is addressing it in their action plan.
60. Standards at the end of Key Stage 2 in the 2000 tests showed that the percentage of the pupils achieving average results was in line with the national picture. However, an above average percentage of the pupils achieved the higher level five. Despite variations in standards in the past, the recent trend has been more consistently upwards both in comparison with national results and those of similar schools. This is an improvement since the previous inspection when progress and attainment was judged to fall by the end of Key Stage 2.
61. The inspection findings indicate that high standards have been maintained, especially at the end of Key Stage 2. Standards in writing are continuing to rise, but more pupils still have the potential to achieve the higher level three by the end of Key Stage 1. The pupils' speaking and listening skills are developing satisfactorily but progress is faster among the older the pupils. A proportion of the pupils, particularly boys could be encouraged to further develop their skills in answering questions.
62. The children enter the school with average literacy skills. Their speaking and listening skills develop satisfactorily during Key Stage 1 so that a small proportion is beginning to speak more fluently and listen more carefully than is expected at this stage. However, some of the boys have lower levels of fluency than girls. Many of the pupils respond willingly to questions about the stories they read and talk about things they are making, sequencing their ideas satisfactorily. The oldest pupils in Key Stage 2 enjoy opportunities for talk and listen very well to each other and their teacher. They provide interesting accounts of the books they have enjoyed reading. During a lesson in religious education, the pupils in upper Key Stage 2, fired by the skilful questioning of the teacher, provided articulate and thoughtful responses during a discussion on their experiences of art and its link to religion.
63. The school consistently develops the pupils' reading skills well. They are above average by the end of Key Stage 1 and well above average by the time the pupils are eleven. The younger pupils have a range of strategies for reading words. In particular, they are confident in recognising initial consonants and consonant blends. This helps them to extend their reading beyond the simple sentences they read at an early level of the reading scheme. By the time they are seven, the more confident readers read with considerable expression and refer appropriately to the text when discussing the story they are reading. The pupils' technical skills and their comprehension have taken a considerable leap forward by the time they reach the end of Key Stage 2. The breadth of their reading was very evident as the pupils in Year 6 discussed a range of favourite authors. They showed an awareness of English language writers from countries such as the USA and Australia. The higher attaining readers are skilful at drawing inferences from text and read very expressively. This very good standard in reading is the result of very good support and the stimulus the teachers provide for extending the pupils' awareness of, and interest in, books.
64. The pupils' writing skills have been slower to develop than those in reading. Nevertheless, some very expressive, confident and grammatically accurate writing is now emerging from the oldest pupils in the school. This is because the school has rightly decided that raising attainment in writing is an issue for close attention requiring the commitment of everyone. The range of writing opportunities now provided for the pupils is reasonably broad and the strategies for improving writing are becoming more skilful. The younger pupils are consistently taught to link the sounds of letters with their letter names and the way they are written. They receive appropriate support to develop important features of writing such as the inclusion of capital letters and full stops where appropriate. They are given time to extend their ideas while writing. They develop their letter shapes and overall handwriting skills and use their knowledge of letter sounds to attempt to spell more independently. By the end of Key Stage 2, the oldest pupils can adapt their writing either to describe an imagined character or to write in autobiographical mode. They recognise the different writing styles of authors such as Shakespeare and

J K Rowling and use this knowledge well in their own writing. Their understanding of sentence structure and use of punctuation is becoming more secure as a result of the emphasis on these elements during the literacy lessons, but it is still underdeveloped in the case of less confident writers. Literacy skills are used satisfactorily across the curriculum. Handwriting skills and general standards of presentation are lower than expected because the school's policy for handwriting is not consistently implemented. The pupils with special educational needs make sound progress in both key stages.

65. The quality of teaching is good overall for both key stages, but the teaching of reading is stronger and more consistent than the teaching of writing. There is also a greater consistency in the teaching of literacy at Key Stage 2. However, none of the teaching seen was unsatisfactory, as there is clear agreement about the teaching of key skills. The objectives for most lessons are clear and well supported by the activities that are proposed. The pace of teaching is generally lively and the pupils respond with interest not only to reading and writing tasks but also to discussion. They behave well because they enjoy their work. This is a much stronger picture than that seen at the previous inspection where both the planning and the teaching were weak. The teachers are much more confident in promoting different kinds of writing, including play scripts and poetry. Their questioning skills effectively develop the pupils' awareness of both the content and style of text. A good example was seen when a class was examining the way that an author had created the mystery element in "The Snow Spider". The skilful approaches to writing used during the literacy lessons now need to be applied more consistently to the times when writing is used to record work in other subjects. The approaches used to develop greater accuracy and quality in their spelling, punctuation and handwriting would have further beneficial effect on the pupils' overall standards of literacy.
66. The co-ordinator, who is new to the school, has a clear vision for developing the subject. She has a coherent action plan based on the appropriate and agreed priorities. The governors, through the literacy governor, are actively involved in all developments. There is a common commitment to raising still further the pupils' attainment in literacy, and particularly in writing.

## **MATHEMATICS**

67. In the National Curriculum tests for eleven-year-olds in 2000, the standards achieved were close to the national average with over three-quarters of the pupils achieving either the expected level or above. It was also close to the national average in comparison to similar schools.
68. Analysis of the results over the last three years shows that the pupils' performance in mathematics was just below the national average for their age. The inspection evidence indicates that the oldest pupils are now achieving at least in line with the national average. In the National Curriculum tests for seven-year-olds in 2000, attainment was close to the national average with the vast majority of the pupils achieving the expected level. The school's performance was above average in comparison to similar schools.
69. The effective introduction and implementation of the numeracy strategy has been successful with the teachers having clear ideas of effective ways of teaching the various elements. The benefits of improved mental recall and systematic development of mathematical knowledge and understanding can be seen in the pupils' approach to mathematics. The guidance provided by the National Numeracy Strategy has supported the teachers in their preparation of work, leading to more detailed plans with clear objectives.
70. In Year 1, the pupils count with confidence up to 100, count forwards and backwards in 10's to and from 100 and 2's to and from 20. They have no difficulty doubling numbers up to 10 and most understand the principle of near doubles as well. The pupils explain how they worked out their answers. They are beginning to tell the time and are working on the idea of sequences using the days of the week and the seasons. In Year 2, the pupils are extending their knowledge of number patterns, and have been introduced to multiplication in the five and ten times table. They are secure with the concept of addition, the more able working with two digit numbers and the less able working on simpler examples. Many of the pupils understand place value, tens and units but at present the less able find the concept difficult to grasp. All the pupils have experienced measuring with both standard and non-standard units, such as bricks and sticks.

71. They are familiar with two and three-dimensional shapes such as triangle, rectangle, cube, pyramid and cylinder. The older pupils in Year 3 continue to build on knowledge acquired in Year 2 and are becoming confident and secure in factors of multiplication and division up to 20. Then by examining the relationship between the answers obtained by dividing 160 by 8 and then 180 by 6 these pupils further extend their learning. They find this challenging. The pupils understand and can describe three-dimensional shapes such as a prism, pyramid and cube by the number of their vertices, faces, and edges.
72. The pupils in Year 5 cover very similar areas to those in Year 6 although work is matched to their needs as appropriate. The pupils add and subtract using thousands, hundreds, tens and units correctly. They understand place value and can relate this to both whole numbers and decimals; they know, for example, that the first digit after the point in a decimal number is a tenth. They can also add and subtract decimals, and use these skills to answer problems concerning money. They have used information from charts and graphs to answer questions and are skilled at providing words for a numerical problem. The highest attaining pupils are capable of solving very difficult problems. The lower attaining pupils understand the decomposition process in subtraction sums and the place value of numbers. Their mathematical skills are used appropriately across the curriculum. The pupils with special educational needs make sound progress in both key stages.
73. The pupils enjoy mathematics, particularly the quick-fire mental sessions at the beginning of each lesson. They are keen to respond to the teachers' questions and enjoy using white boards or fans to show their answers. The pupils remain on task and concentrate well, giving of their best and sharing resources. They are confident to have a go at describing how they reached their answer, even when they are unsure whether or not they are doing it correctly. Their peers are very supportive if they are struggling and listen respectfully to what they have to say. The pupils are keen to increase their knowledge and skills, and rise with enthusiasm to the challenge of solving some difficult problems.
74. The quality of the teaching is consistently either good or better. The lessons are well planned, move at a good pace and present the pupils with a variety of challenges. The teachers use a range of imaginative approaches and resources, which contribute successfully to raising the pupils' motivation and their enjoyment of mathematics. For example, in the Year 2 class, the teacher uses a cuddly toy to pass around as they count various sequences of numbers. In Year 5/6 the pupils used their fingers to represent single digits to ten, tens to a hundred, or even tenths to make a whole. Generally tasks are well matched to the pupils' needs, although there are instances where the higher attaining pupils are not sufficiently extended. Similarly, although some data handling was noted in geography, there is limited evidence of the use of mathematics in other areas of the curriculum.
75. The effectiveness of the additional support varies across the school according to the activities taking place and the skill of the assistant. There is some liaison between the support staff and the teachers, but this could be extended to include involvement in planning for the group work. The whole class sessions are used effectively to reinforce the pupils' learning and to ensure that they fully understand new concepts. They are encouraged to explain how they find their answers, and the teachers target specific questions to specific pupils to assess their understanding and to increase their self-esteem.
76. There is an enthusiastic, knowledgeable co-ordinator, who has held this post since September. The subject is monitored regularly and areas of weakness are addressed. One particular area was found to be shape and space and a whole school topic was planned to ensure all the pupils developed the appropriate skills and knowledge. The subject is well equipped.

## SCIENCE

77. In 2000 in Key Stage 1, the teachers assessed the attainment of the pupils' as well above average compared to other schools nationally. At Key Stage 2, the results of the national test improved on those of the previous year and are average when compared to schools nationally. The inspection evidence suggests that the teachers' assessments have previously been over generous in Key Stage 1, and the current staff has a more accurate knowledge of national curriculum levels. This may result in more realistic teacher assessments next year. Overall, the standards have been maintained since the last inspection.

78. By the end of Key Stage 2, the pupils attain average standards. In Year 1, they understand how shadows are made, the causes of variation in their length, and the dangers of looking directly at the sun. Some higher attaining pupils remembered the features of last year's solar eclipse and the reasons why it happened. The oldest pupils in this year group have above average knowledge of electricity. Building on this, the pupils in Year 2 know that a circuit has to be joined to make a bulb light and that circuits must contain a battery in order to work. They know what a battery provides and that it has different polarities. The higher attaining pupils can think of ways that circuits can be used to provide headlights for their model vans. Analysis of past work indicates that the pupils consistently make sound progress through the key stage, developing their knowledge of different foods and simple classification of animals and plants. There are minor weaknesses in the way that they record their work, and they do not always present it in a structured way.
79. By the time, the pupils are eleven they attain average standards compared to national expectations. They know how to test their ideas and carry out experiments effectively. The pupils in Year 3 explain differences in materials and know why some stretch and why others do not. They record their work effectively onto a chart and make plausible suggestions to explain unusual results. The older pupils know why habitats are important for insects, and in designing their own imaginary bugs, come to understand the concept of changing habitats more fully. A follow on activity using different sweets demonstrated their sound knowledge of classification. A scrutiny of past work indicates that the oldest pupils know about the parts of flowers such as stem, petals and stigma. Other work on materials to discover which are transparent, translucent or synthetic reflects the sound skills being developed in through their investigative activities.
80. The pupils learn consistently well through both key stages, where the effect of better teaching is increasing their knowledge and understanding. Overall, the teaching is good at Key Stage 1 and satisfactory in Key Stage 2. In Key Stage 1, for example, very good teaching in Year 2 promotes good learning. The teachers' innovative approach to investigating circuits, by getting everyone to imagine that they are a 'human' circuit, develops the pupils' understanding very well. In Year 3, the testing of the elasticity of different materials allows the pupils to learn about 'fair' testing and the importance of recording results accurately. In both key stages, the good quality of the teaching is raising the ability level of the pupils. The pupils with special educational needs make satisfactory gains in their learning throughout the school.
81. Throughout the school, the pupils have good attitudes to their work. They behave well during lessons and apply themselves willingly. Co-operation is well developed during group work and allows the pupils to make good gains in their learning, particularly in Key Stage 1. The pupils' mature attitudes allow them to investigate effectively and gain the most from their activities. This continues with older pupils in the junior classes who also work well together, often giving each other advice about how to improve their work
82. The head teacher is temporarily co-ordinating the subject and is providing satisfactory direction to and monitoring of the work. The school's results have been analysed effectively and the emphasis upon improving the pupils' recording skills has been appropriate. The teachers make good use of the thorough assessment procedures to record the pupils' achievements and to improve the weak areas. The available resources are sufficient in quantity and range. They are used effectively to support pupils' investigative work.

## **ART**

83. No lessons in art were observed during the inspection. Work on display and the pupils' sketchbooks were taken into account, but the limited evidence available does not make it possible either to judge current standards of work or to state if the subject has improved since the last inspection. At that time, standards were found to be below expectations, particularly at Key Stage 2.
84. Evidence from the teachers' planning suggests that the use of recent national guidelines has enhanced the experiences provided for the pupils. In Key Stage 1, for example, the pupils have opportunities to develop their own self-portraits by looking at a variety of methods of creating images. They consider

simple design techniques as they organised a series of black and white images, accompanied by captions, to form a sequential story. They develop their observational skills to study pattern, including those associated with different times and cultures such as that of the Maoris. The older pupils have looked at aboriginal art, recognising how the symbols used represent particular features. The pupils have worked in a variety of media. Paintings of the local canal, for example, were good, showing a good use of colour and an emerging understanding of perspective.

85. Since no lessons were observed, it is not possible to judge the quality of teaching. However, it is clear that the teachers' current approach to the planning ensures that interesting individual activities are organised, but does not always ensure that the pupils' skills are built on systematically and they engage in work in a variety of media. There was also limited evidence of the extent to which the pupils are able to appreciate the work of well-known European artists. The pupils are encouraged to use sketchbooks to trial designs and techniques to good effect. This was evident, for example, when some older pupils experimented with drawings of feathers and later produced painted versions.
86. The planning of work also indicates useful links that may be made between art and design and other areas of the curriculum such as mathematics and religious education. However, the planning is not always sufficiently clear in showing what the pupils have learned in earlier stages and what is intended in later stages. The medium term plans outline the teachers' assessment intentions, but the effect of assessment on the planning of subsequent work is minimal.

### **DESIGN AND TECHNOLOGY**

87. No lessons were planned for the inspection week in Key Stage 1 and only one lesson was observed in Key Stage 2. In the last inspection, standards were judged to be average in Key Stage 1 and below average by the time the pupils left the school. The present inspection evidence indicates that the standards prevalent at the time of the last inspection have been maintained in Key Stage 1, and improved in Key Stage 2.
88. Past work by the pupils in Years 1 and 2 indicates that they have appropriate levels of skill in designing simple puppets and choosing the type of material that would be most suitable for their finished products. Although similar in design, the puppets are finished to the expected standard. 'Postman Pat' model vans were also made well and used to help test electrical circuits in science. In the one lesson observed at Key Stage 2, the pupils showed a high degree of care when designing slippers. In discussion, they explained their choice of materials, how they chose their designs and the potential pitfalls in them. Past work to produce 'wacky' cars and puppets reflects the pupils' appropriate knowledge of the design process.
89. The pupils' learning was good in the one lesson observed and built upon the sound progress evident from past work in the younger age classes. The teaching in this lesson was very good. The teacher had particularly high expectations of the way the pupils thought about their designs and their explanations of their choice of materials. The pupils with special educational needs make sound progress through the school.
90. The co-ordination of the subject is sound overall, although the member of staff is also responsible for another subject area. A teaching policy and a scheme of work with appropriate guidance for the teachers are in the draft stage. The pupils' achievements are noted, but there is no system for highlighting weak areas. The available resources are appropriately used and are sufficient for the needs of the school.

### **GEOGRAPHY AND HISTORY**

91. History and geography are taught on a half termly basis. During the inspection, the topic in Key Stage 1 and lower Key Stage 2 had a geographical theme so no history was planned. In Year 4/5 the emphasis was on history. Although the scrutiny of previous work and the classroom displays show an appropriate historical approach for Key Stage 1 there is insufficient written recording to make a judgement about standards in history. At the last inspection history was judged to be in line with national expectations.

92. The youngest pupils in Key Stage 1 begin to develop the concept of chronology by arranging photographs of themselves in the appropriate order from birth to the present day. They understand the differences between conditions in the hospital Florence Nightingale worked in and those found in a modern hospital. Their reports demonstrated their opinions and thoughts about her life.
93. The standards attained by the pupils in the lesson observed in Key Stage 2 were above average. Again, however, this one lesson and a limited work scrutiny provided insufficient evidence to make a secure judgement of the pupils' overall attainment. The pupils show a good understanding of life in Victorian times, in particular school life. Their role-play of a Victorian schoolroom was very realistic and helped them to appreciate how narrow the curriculum was compared to theirs' and how strict was the discipline. Another group in this class produced a good debate about the advantages and disadvantages of the railways. They pretended to be different people who had various views and interests in the railways, from landowners and factory owners who stood to gain financially to the canal owner who stood to lose everything if the railways arrived. Both groups had had to research and find out information about their aspect.
94. At Key Stage 1, attainment in geography is in line with expectations. The youngest pupils have begun to draw simple plans of their classroom and to look at the make up of the British Isles. They are also aware of weather patterns through monitoring the weather daily. The older pupils in this key stage are contrasting their own village and the Isle of Struay. They compare the buildings, transport, industry and the general area of Struay to those of Cropredy. These pupils use appropriate language to describe the landscape and features found on the island. A large map made by pupils dominates one wall and shows the island's features clearly.
95. Discussions with the pupils in Key Stage 2 and an analysis of their previous work indicate that attainment in geography is in line with expectations. The oldest pupils' work shows an understanding of the differences and similarities between Cropredy and Horley. They have considered traffic issues, industry and the development of settlements, and have produced some informative leaflets about their village. In a Year 4/5 class, the pupils demonstrate their knowledge about recycling and waste, knowing how much waste a person can produce in a year. They have also been encouraged to think about how waste can be recycled in school and how they would raise the awareness of fellow pupils.
96. The pupils in both key stages enjoy their geography lessons, particularly when they are encouraged to write for themselves and to find out relevant information. They are interested and keen to join in. For instance, the pupils in Year 4/5 worked hard in mixed ability groups in a brainstorming session about preventing waste in school. They listened carefully to instructions and to each other's views and opinions. Pupils with special educational needs make sound progress in both subjects throughout the school.
97. The quality of the teaching in the one history lesson seen was very good. The use of role-play based on the pupils' research and the teacher's enthusiasm ensured that the pupils' learning was good. The quality of teaching in geography was either good or better. All the teachers provide opportunities for the pupils to write for themselves and to find out and share information. Questioning is used effectively to extend the pupils learning and to reinforce their understanding. The teachers have good relationships with their classes and encourage the pupils to succeed through praise.
98. There is an enthusiastic and interested co-ordinator, responsible for both subject areas. She has recently revised the schemes of work using published material to ensure that there is planning for progression and continuity in the development of the appropriate skills. As yet, assessment is underdeveloped in these areas, but the co-ordinator is aware of this. The curriculum is enhanced through first hand experiences provided by the use of the local area, visits to a nearby town and village, historical homes, a residential trip that includes a coastal study and other first hand experiences. The last report criticised the planning: this is now clear and includes the study of a contrasting locality, which was previously missing. The resources have been improved and are now satisfactory in use and quantity.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

99. At the last inspection, the low standards of attainment in Key Stage 2 were highlighted for improvement. The pupils' attainment by the end of Key Stage 1 has been maintained and continues to be in line with the national expectation. Older pupils' abilities are neither sufficiently developed nor properly applied, leaving them uncertain in key areas of knowledge. **This is a key issue for action**
100. By the end of Key Stage 1, the pupils have a sound understanding of how computers can be used in everyday appliances, and in discussion can highlight the different use of machines such as telephones, fax machines and micro-chip based toys. The pupils know the main features of the computer such as the mouse, keyboard and screen, and can load a CD-ROM. The pupils in Year 2 enter text into a document and can edit a prepared piece of text that needs correction. An analysis of their past work indicates that the pupils have sufficient knowledge of using simple art programmes to draw their favourite fruit, such as cherries.
101. By the time the pupils are eleven, they build upon their previous learning, but this progress slows as they move through the key stage. They have some knowledge of basic word processing and the higher attaining pupils know about more advanced features, such as creating columns. In practice, a lot of this knowledge is left under-developed and relies on the pupils supplementing their work with activities at home. This leads to some pupils knowing quite a lot about certain aspects of computing, such as using the Internet, while others are uncertain about applications such as E-mail. Short "one-off" visits to commercial centres are useful in giving the pupils experience of modelling and sensing applications, but these are neither sufficiently developed nor applied to activities within the school. Overall, there is insufficient evidence of the pupils' skills in information and communications technology being applied in other areas of the curriculum.
102. Only one extended lesson was seen in Key Stage 1 and two in the older classes. The teaching in the Year 2 lesson was good. The different parts of the computer were highlighted effectively and best use made of limited resources. A follow-on activity, involving the editing of text, nicely reinforced the earlier learning. In the older classes, the teachers make best use of the limited resources available and their teaching is sound overall. Different aspects of word processing were highlighted effectively in a Year 4/5 lesson, but the skills demonstrated couldn't be used for some time. The difficulty in providing sufficient activities either to allow the pupils to use their skills effectively or to apply them to other areas of the curriculum impedes the pupils' progress. The pupils with special educational needs make sound progress in both key stages.
103. The pupils at both key stages enjoy their activities, and concentrate hard when listening to their teachers' guidance and instructions. The younger pupils persist well when editing their text and enjoy the process. Older pupils are very patient when the teaching takes place around one computer and contribute effectively in question and answer sessions.
104. The co-ordinator for the subject is relatively new, but already has reviewed and developed the teaching policy and scheme of work. Other teachers' plans have been monitored and the co-ordination is sound overall. There are well-developed plans to move the computers to a new extension, which is due to be built soon. The recent arrival of six computers has helped to boost resources to the minimum level necessary, but they have not yet been used for long enough to raise the standards of the pupils' attainment.

## MUSIC

105. Attainment in music is satisfactory by the end of Key Stage 1, and there is evidence that standards in performance, using untuned percussion instruments, are rising. No overall judgement was made about standards of attainment at Key Stage 1 at the time of the last inspection.
106. By the end of Key Stage 2, many pupils are reaching standards above those expected. They sing tunefully and expressively and perform well together, both in singing and when using instruments. This represents an improvement since the previous inspection. The pupils in Key Stage 1 build on their early experiences of singing nursery rhymes and familiar songs and begin to control their expression more successfully. They can also imitate different clapped rhythms and follow a lead when doing so. They develop these skills during Year 2 where their ability to clap and tap various rhythms develops well and

they learn to accompany their singing with untuned percussion instruments. They also begin to learn different notes and to play simple melodies on the recorder. In a lesson seen, many pupils had a good recognition of note value and could follow simple graphic prompts.

107. By the end of Key Stage 2, the pupils' singing skills develop well. They have a good recognition of pitch and expression and can sing tunefully in three part rounds. They listen very well to the leader's evaluations of their performances, which results in their developing a critical awareness of their own efforts and also their performance as part of a group. The pupils with special educational needs make sound progress in both key stages.
108. The teaching is good overall and very good in Key Stage 2. The activities are well chosen and very well managed. The pupils behave well and work productively together. There is a good level of subject knowledge among the teachers who are clear about what they expect and confident about how to raise attainment. The youngest pupils are taught the names of a variety of instruments and encouraged to handle them correctly. The teachers' expectations are high and result in the pupils producing polished performances. Opportunities to practise singing together in larger than single class groups or as a choir, and an after school band further promote the pupils' musical skills and their enjoyment of performance.
109. There is no overall co-ordinator for music. However, the teachers generally provide good leadership and ensure that the subject makes an appropriate contribution to the pupils' broader education. The resources available are adequate and generally of good quality.

## **PHYSICAL EDUCATION**

110. Only a few lessons were seen in both key stages and no outside games activities were observed. The indications are that standards in dance, gymnastic and swimming activities are in line with national expectations at both key stages. This is broadly the same as reported in the last inspection
111. The pupils attain average standards by the end of Key Stage 1. In Year 1, they gain sound standards in moving, changing direction and making the best use of space. Many are developing a good awareness of their own bodies and how they can move in different ways. They also improve their throwing and catching appropriately, and the higher attaining pupils can increase distance and still throw accurately. The pupils in Year 2 respond well to a story and music in their dance lesson. For instance, they listened to extracts of the 'Iron Man' told by the teacher and were confident in making different movements in response to the changing moods of the story.
112. Older pupils build upon these skills and gain sufficient abilities in dance and swimming activities. The pupils in Year 4 develop sequences of movements and can produce 'cannons' or alternating movements in small groups. They can keep to a beat and think of original sequences of movements to reflect the mood and tempo of the music. The pupils swimming skills are well developed. Many can swim for some distance using both front and backstrokes, and the lower attaining pupils still make sound progress in developing their strokes using floats to aid them. The pupils with special educational make good progress in these activities, particularly in swimming.
113. The pupils' learning is sound at both key stages; they gain and develop their skills in a systematic way. The teaching seen was satisfactory overall. The enthusiasm of the co-ordinator motivated the pupils well in the Year 1 lesson observed and very good teaching in the Year 2 lesson produced some original movements and expressions from the pupils. In the Year 3 swimming lesson, the teaching was good, with the teacher demanding a lot from the pupils in terms of effort and technique.
114. The co-ordinator for the subject is new this term, but has already produced a good policy and scheme of work for the development of the subject. Other teachers' plans have been scrutinised, and there are plans to observe lessons. There are a good range and number of extra curricular activities that supplement schoolwork. The school enters into a good number of sporting activities with other schools. The level and use of resources are good overall, with the school having an outdoor swimming



pool, extensive playing fields, as well as a hall used for gymnastic activities.

## **RELIGIOUS EDUCATION**

115. No lessons were observed in Key Stage 1 so no secure judgement for either attainment or the quality of the teaching can be made in regard to these classes. However, the teachers' planning gives some indication of what is being achieved. Two lessons were seen in Key Stage 2.
116. By the end of Key Stage 2, attainment is above what is expected by the locally agreed syllabus. It is evident from the planning of work across the school that the content of the agreed syllabus is well covered and also supplemented by units of work made available in the form of national guidelines. The work seen is of a better standard than that reported at the previous inspection.
117. The planning in Key Stage 1 shows that the pupils learn to appreciate elements of celebrations in Christianity as well as in other faiths such as Hinduism, Islam, and Judaism. They recognise that believing in different faiths gives a sense of belonging and pupils respect different beliefs. Their moral and social understanding is developed through the experiences planned for them in religious education lessons where they hear stories from the Old and New Testaments which underline concepts of friendship, loyalty, obedience and trust. The two-year rolling programme of work provides a good variety of opportunities for the pupils to develop an understanding of how religion affects the lifestyles of different people.
118. The planning of work in Key Stage 2 allows the pupils to further develop their understanding of some of the topics taught in Key Stage 1. By the time they leave school, the pupils have an above average knowledge of the various symbols associated with different religions and of the importance of religious ritual. This knowledge is enriched by visits, for example, to the local church, to Coventry Cathedral and to an important Islamic centre. They begin to be able to explore some of the more abstract aspects of religion such as how religious artists foster a sense of awe and wonder through their work. The pupils demonstrate a well-developed awareness of the spiritual significance of the works of art that they have seen when visiting different religious centres. The pupils with special educational needs make sound progress in both key stages.
119. The teaching in the two lessons seen was of very good quality and the pupils responded well. The oldest pupils entered into lively reminiscences about places of worship that they had visited and the impressions made by the sculpture, windows and artefacts they had observed. The teacher was very skilful in triggering the pupils' recollections and linking them to the intended learning objective. Similarly, role-play was used to very good effect after a discussion of earlier lessons where the pupils had been introduced to accounts of the Nativity from the standpoint of different people. From the work seen, it is clear that artefacts are used imaginatively to enrich and enliven the learning.
120. Religious education is given an appropriate status as a core subject of the curriculum. The programme of work is substantial and the teachers are dedicated to organising interesting activities to promote learning. The pupils find the subject interesting and clearly enjoy the first hand experiences provided through school visits to religious centres.