

INSPECTION REPORT

**THE MANOR CHURCH OF ENGLAND
PRIMARY SCHOOL**

Coalpit Heath

LEA area: South Gloucestershire

Unique reference number: 109176

Headteacher: Mrs H Eade

Reporting inspector: Mrs S Vale
22476

Dates of inspection: 7th -10th July 2003

Inspection number: 246886

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Voluntary Controlled

School category: Infant and Junior

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Roundways
Coalpit Heath
Bristol

Postcode: BS36 2LF

Telephone number: 01454 866555

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Appropriate authority: Governing body

Name of chair of governors: Mr M Phillips

Date of previous inspection: 12th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22476	Mrs S Vale	Registered inspector	Information and communication technology Art and design Physical education Educational inclusion English as an additional language	What sort of school is it? How high are Standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13762	Mr N Shelley	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
22113	Ms A King	Team inspector	Science Design and technology Geography History Foundation stage	How good are the curricular and other opportunities offered to pupils? Assessment
12764	Ms W Thomas	Team inspector	Mathematics English Music Religious education Special educational needs	

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Inspection Quality Division
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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Manor CE Primary School is situated in the village of Coalpit Heath in South Gloucestershire, approximately 10 miles from the centre of Bristol. Established in 1868 to serve a growing community of coal miners, the school passed into the control of the Church of England in 1927. Since the last inspection the school has been through a period of considerable turbulence, including many staffing changes. In the early 1970s, a new building was provided on land adjoining the field but this was completely destroyed by fire, the result of an arson attack in 1996. The school subsequently moved into the current building in November 1998. There are 206 pupils on roll aged between 4 to 11 years. This is slightly smaller than the average sized primary school. The percentage of pupils known to be eligible for free school meals (6%) is well below the national average. The percentage of pupils with English as an additional language (1%) is also very low. The number of pupils identified as having special educational needs at 16% is also below the national average and there is one pupil with a statement. Pupils come mainly from owner occupied homes and most families are in employment.

HOW GOOD THE SCHOOL IS

The Manor Primary School gives a good standard of education for its pupils. As a result of good teaching, and very good leadership and management pupils achieve high standards in English, mathematics and science. The school gives good value for money.

What the school does well

- Pupils make good progress and reach high standards in English, mathematics and science and in the National Curriculum tests taken by 11 year olds, and in lessons throughout the school.
- Pupils also reach high standards in design and technology by the ages of seven and 11, in geography by 11 and in religious education by the age of seven.
- Teaching is good. Teachers always expect the most from their pupils and make work interesting and challenging. There is no unsatisfactory teaching, with more than three quarters of lessons being good or better and well over a third being very good or excellent.
- The calm, very good leadership of the head teacher, the very good teamwork of the staff and the good support of governors ensure that high standards are valued and that the school continues to improve.
- Children's experience in Reception provides them with a very good start to their education.
- Attendance is very good.
- There are very good links between the school and parents.
- Personal relationships are also very good.

What could be improved

- The identification of and support for pupils who are gifted and talented.
- Assessment in the foundation subjects, so that this information is used to support the planning of the curriculum in these subjects and help to raise standards.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection the school has been through a turbulent time. There have been four head teachers and many staff changes over the last six years. The school buildings have been completely re-built since a fire destroyed the original school. On the positive side, the latest addition of the information and communication technology suite is already starting to have an impact on the development of pupils'

skills. Teachers' planning is now good and schemes of work have been written, with an annual rolling programme of work to ensure an appropriate balance between subjects. Teachers' subject knowledge of music has improved. Assessment and record keeping are good in the core subjects but still not fully developed in the other areas of the curriculum. The school now complies with the special educational needs code of practice but there are still omissions from the governors' annual report to parents.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	2000	2001	2002	2002
English	D	D	B	C
Mathematics	E	C	A	B
Science	C	E	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the National Curriculum tests in 2002 for pupils' aged 11, overall standards in English were above national averages. In mathematics and science they were well above national averages. When compared to similar schools results remained in line with those expected nationally in English, were above in mathematics, and well above average in science. In the test results in 2002 for pupils aged seven, standards in reading were above national averages and in writing and mathematics they were well above national expectations. When these are compared to similar schools, standards in reading are as expected for pupils of this age and those for writing and mathematics remain above what is expected for pupils of this age.

By the age of five, pupils' achievements are in line with the early learning goals and a large number of children will exceed these standards, particularly in communication language and literacy, mathematical development, personal and social skills and knowledge and understanding of the world. Current standards for pupils aged seven are above average in speaking and listening, reading, writing and mathematics. Fewer pupils than previously reach the higher standards. The school has not yet had the opportunity to analyse these findings, as the results have only just appeared. The school meets all its targets and in some instances exceeds them. Eleven year olds are currently reaching standards in English, and mathematics, which are above national expectations, indicating good progress. Standards in science are well above what is expected for pupils aged 11. An increasing number of pupils reach the higher Level 5 standard. Standards are satisfactory at the end of both key stages in all other subjects, except in design and technology and religious education by the age of seven where they are above national expectations, and in design and technology and geography by the age of 11 where they are above national expectations. Pupils with SEN are well supported and whilst their attainment is below average they make good progress in relation to the targets set for them.

Taking account of pupils' varied attainment when they start school in the reception classes, pupils, including those with special educational needs, make good progress as they proceed through the school and achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen and interested in learning and want to come to school.
Behaviour, in and out of classrooms	Good. Pupils work well in lessons and behaviour is good throughout the school.
Personal development and relationships	Good. Pupils show respect for each other and adults.
Attendance	Very good. Attendance is very good as the school is 2% above national averages.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	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 quality of teaching and learning is good throughout the school and is very good in Reception. Over three quarters of the teaching observed was good or better, and well over a third was very good or excellent; there was no unsatisfactory teaching. Examples of very good and excellent teaching were seen throughout the school. The high quality teaching of English and mathematics, including literacy and numeracy enables pupils to make good progress. Teachers have very good knowledge of these subjects. Teachers have high expectations of the standards that the pupils can achieve and motivate them to do their best. This means that the pace in lessons ensures that all pupils are challenged. Teachers' planning is very thorough and ensures that pupils are fully included in the lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and balanced curriculum, where pupils have the opportunity to experience a wide variety of subjects. Opportunities for extra-curricular activities are also good.
Provision for pupils with special educational needs	Good. Procedures for identifying and supporting pupils with special educational needs are fully in place and these pupils have equal access to the school's curriculum. They are well supported and make good progress towards their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision overall is good. Considerable attention is given to pupils' moral and social development. Provision for pupils' understanding of the multi-cultural nature of British society is also good. Pupils' spiritual development is satisfactory.
How well the school cares	Good. Assessment is very thorough in the core subjects, the progress of individual pupils is carefully monitored and they are involved in setting

for its pupils	their own targets. Assessment practice is less satisfactory in the foundation subjects.
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The school works well with parents, who hold the school in high esteem. They have no major criticisms of the quality of learning opportunities offered to pupils. There is a very good partnership between school and parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. There has been great improvement in all aspects of school life since the last inspection and the school is very well led and managed by the head teacher.
How well the governors fulfil their responsibilities	Good. The governing body knows the school well. It takes an active role in monitoring the school's finances, standards and the curriculum. This gives governors a good knowledge of the school and allows them to support it well.
The school's evaluation of its performance	Very good. The school analyses the test results thoroughly and acts upon the results accordingly. They compare themselves to other schools and work hard to ensure improvement. However, there are still gaps in the way they review and compare achievement and attainment in the foundation subjects.
The strategic use of resources	Good. Good use is made of the accommodation and resources. The deployment of support staff to classes is also good and this promotes pupils' learning successfully.

Staff are well matched to the needs of the curriculum. Accommodation is good and the school is fortunate to have lovely, spacious, external grounds. The new ICT suite is an excellent resource. Resources in other subjects are good, mainly because they are new having had to be replaced after the fire. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • Behaviour is good. • Teaching is good and teachers have high expectations. • The majority of parents feel well informed about their children's progress and that the school works closely with them. • The majority believe that the school is well led and managed. • The school helps their children to become mature and responsible. • There is a good range of activities outside lessons. 	<ul style="list-style-type: none"> • A small but significant minority of parents would like to see more homework. • A very small minority does not feel well enough informed about their children's progress.

The inspection team agrees with the positive views of parents. There is a good amount of homework given to support pupils' learning. There is very good communication between home and school and the school is well led and managed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children start school at the age of four in Reception, assessments show that the majority of children begin with standards expected for this age. By the age of five their achievements exceed those expected nationally, with a significant proportion of children already exceeding the early learning goals in communication and language, numeracy and knowledge and understanding of the world.
2. The previous inspection found that pupils aged seven achieved standards in line with national expectations in reading, writing and mathematics. Results of the 2002 National Curriculum tests showed that standards in reading were above national averages and in writing and mathematics were well above national averages expected for children of this age. When compared to similar schools, standards in reading were average and those for writing and mathematics were well above. This indicates that pupils achieve well. The early introduction of the principles of the Literacy Strategy and the specific teaching of phonics have had a positive effect, as has the school's monitoring of individual pupils' progress, in raising attainment.
3. In Years 1 to 6, the proportion of pupils identified as having special educational needs is below the national average. Many of these pupils have no difficulties in playing a full part in all activities. The provision for children with special educational needs and for the very small number of children with English as an additional language is good. Thanks to the expert support they receive, the few pupils with SEN or EAL make good progress and achieve standards commensurate with those of their classmates. On the other hand, gifted and talented pupils are not clearly identified and they do not attain as highly as they should.
4. The previous inspection found that pupils aged 11 achieved standards in line with national averages in English and mathematics but above average standards in science. In the National Curriculum tests for 11 year olds in 2002, the schools results were above national averages in English, and well above in mathematics and science. When compared to those of similar schools, results remained in line with national averages in English overall; they were above average in writing and mathematics and well above in science. A significant number of pupils attain the higher Level 5. This is an improvement since the last inspection and represents good achievement.
5. Inspection evidence indicates that standards in Years 3 to 6 are above national expectations in English and mathematics and well above in science. There is a large increase in the number of pupils who are achieving at the higher level. The proportion of pupils reaching the higher Level 5 has increased significantly since the last inspection. At the end of Year 2, standards achieved in English, mathematics and science are above those expected nationally, but the proportion of pupils achieving at the higher level is lower than in 2002. Standards in Key Stage 1 are in line with national expectations in art and design, geography, information and communication technology, history, music and physical education. By the end of Year 2, standards in the foundation subjects are in line with national expectations except in design and

technology and religious education where they are above. Similarly, at the end of Year 6, standards are above average in design and technology and geography and average in the other foundation subjects. This shows good improvement since the last inspection.

6. The school is committed to ensuring that all pupils are fully included in the range of curriculum opportunities. The progress of the majority of pupils is monitored closely and those with special educational needs are identified early and good provision is made to support their learning. Gifted and talented pupils are not clearly identified, and there are limited opportunities as yet to support their talents.

Pupils' attitudes, values and personal development

7. Pupils' attitudes, values and personal development are good. Their attendance is very good. Some aspects of pupils' personal development have improved since the previous inspection. Attendance has substantially improved. Parents are very pleased with the pupils' personal standards.
8. Pupils are right to be enthusiastic about their school. They enjoy almost all of their lessons and the range of extra-curricular activities in which many of them participate. They describe teaching as good and say that teachers treat them considerately. In discussion they comment that the school is a friendly place and there is plenty to do at lunchtimes. Older pupils particularly enjoyed their residential visit. The older pupils are proud to hold positions of responsibility, such as being in charge of music in assemblies and looking after younger children. Pupils have positive attitudes towards learning and work conscientiously. They co-operate well with their teachers and value the support they receive.
9. Behaviour in lessons is almost always good and at times is very good. Most pupils sustain their concentration well and do not waste time. Pupils behave well as they move about the school. Conduct is lively and energetic in the playground. Pupils are polite towards adults and are at ease with them. Pupils respect the rules and actively seek to earn stickers and merits and look forward to the weekly celebration assembly. A few pupils do not behave acceptably at times but are usually dealt with in an effective manner and are helped to become aware of the effect of their actions on others. There has been only one temporary exclusion for one day over the past two academic years.
10. Relationships between pupils are particularly strong. Parents comment that pupils care very much for and about each other and take responsibility for each other very well. The 'buddy system' works very effectively, with older pupils supporting younger ones. Members of the school council take it upon themselves to try to resolve disputes and help pupils who have fallen out and are upset. Pupils are mutually supportive in their work. They are very tolerant and are happy to take their turn or let another go first without resentment. The number of incidents of anti-social behaviour is small because of the strength of relationships that pervade the school and the teaching of moral and social principles.
11. Pupils make good progress in their personal development and come to an appropriate level of maturity and confidence by the time they leave the school. They develop skills in team working, problem solving, representing others and self-evaluation. They take on important tasks well and accept responsibility for their own community. They sympathise with the plight of others and use their initiative to organise fund raising activities. They provide hospitality for senior citizens.

12. Attendance is well above the average for primary schools. Unauthorised absence is low. Pupils arrive in good time for the start of the school day.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching and learning throughout the school is good overall. More than three quarters of the lessons seen were good or better and just under half of these were very good or excellent. This is obviously having a positive impact on standards and is a major factor in pupils achieving good results in their tests. Teaching has improved since the previous inspection, but it should be noted that the majority of teachers were not at the school at that time.
14. Teaching is very good in the Foundation Stage. Excellent knowledge of the Early Years curriculum and of how pupils of this age learn results in high quality teaching, creating an exciting, stimulating learning environment. The child-centred, interesting activities are organised thoughtfully not only to maintain high levels of concentration among children, but also to promote their skills in a variety of areas of learning. In one excellent session concentrating on mathematical development, children bought buns, using real and pretend money, and were able to clearly identify how to make 4p or 10p: very good attainment for children of this age.
15. Teachers' planning throughout the school is good and one of the strengths of teaching. For example, even in physical education lessons specific vocabulary that may be needed is clearly identified in teachers' planning and regularly used and reinforced during lessons. The involvement and contribution of teaching assistants where they are available also support learning well. Teaching methods aim for high levels of involvement, interaction and collaboration by the pupils. All of this ensures that pupils learn to the best of their ability. Where teaching and learning are less effective it is sometimes the result of a slower pace.
16. The main focus and aims of the school have been to raise standards in literacy and mathematics, and therefore teaching has been closely monitored in these areas of the curriculum. The head teacher and deputy head teacher actively observe and monitor teaching throughout the school and provide feedback to teachers to bring about improvements. The greater stability of the whole staff after a period of turbulence and other recent teaching appointments have also contributed to rising standards in teaching and learning.
17. Strengths in the very good teaching and excellent teaching include:
- the effective management of pupils;
 - very good subject knowledge;
 - an orderly and calm atmosphere allowing pupils to give their full attention to their work;
 - good relationships between pupils, teachers and support staff;
 - pupils listening attentively, so that behaviour is better and pupils take on new knowledge and understanding well;
 - the reinforcement of prior learning and use of probing questioning to ensure that all pupils are actively involved in discussions;
 - tasks carefully matched to pupils' ability;
 - sound use of homework, resources and support staff to improve the quality of pupils' learning;
 - good quality tasks that capture pupils' interest.

18. The National Literacy and Numeracy Strategies have been successfully implemented throughout the school. Teachers frequently demonstrate their good use of questions to encourage pupils to think and thus extend their learning. Speaking and listening skills are consciously reinforced in other lessons when teachers generate discussions and provide opportunities for pupils to present ideas and listen to each other.
19. Pupils with special educational needs are supported well through their individual education plans and the help they receive from adults. Teaching methods, commonly adopted throughout the school, ensure that all pupils are drawn fully into the learning activities. In many lessons pupils are well supported. Occasionally as in a science lesson in the younger years of Key Stage 2 and seen in a Year 4 ICT lesson, pupils' weak reading skills make it difficult for them to understand what they need to do. Tasks are not sufficiently modified to ensure that pupils understand the tasks and can carry them out. In most lessons pupils with SEN make good progress.
20. Teaching and learning are also enriched by visits, and by having visitors in school. For example, music specialists have visited to support pupils' learning in music. Teachers have good links with the local high schools.
21. Teachers make good use of ongoing assessment, and regularly refer to learning objectives within lessons. Often teachers invite pupils at the close of a lesson to think about how well they have progressed during the lesson, and whether they themselves feel that they have learnt during the lesson. Pupils' work is marked regularly. It is used well as an assessment tool. Good use is made of homework to support pupils' learning. The quality of teaching in English and mathematics is consistently good. Information and communication technology is also used well to support teaching. The lack of identification of pupils who are gifted and talented, and specific support for them is the only real weakness in teaching.

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

22. The curriculum was criticised in the previous inspection report; a considerable amount of work has been done since then. The weaknesses indicated in the previous report in relation to music and to planning have been largely addressed and all pupils have access to a relevant, well-planned, broadly-based curriculum which meets statutory requirements.
23. The strategies for literacy and numeracy are well embedded in the curriculum and have had a positive effect on the standards that pupils achieve in the school. The schemes of work generally incorporate national guidance, apart from music where a commercially produced scheme is used. Topics in art, art and design, history and geography are blocked alternately in the timetables.
24. The Foundation Stage curriculum has been implemented very well. The programme of activities covers the six areas of learning and the Early Learning Goals, with a very good emphasis on literacy and numeracy within the early years curriculum. Planning concentrates on offering a very good range of independent activities, balanced with those taught by an adult, to benefit the children's independence and to re-apply previously taught skills using a variety of self-selected materials. There are long, medium and short-term plans, with topics over an annual cycle.
25. The curriculum is further enhanced by a 'science week', all children and pupils in the school participated in this, including The Manor Pre-School. The wide range of

activities the children experienced was beneficial to their learning in science and also raised the profile of the subject within the curriculum. Similarly arts weeks have been organised for pupils; themes have included 'Australia' and the activities concentrated on two and three-dimensional artwork, led by a visiting artist. Other activities have included dance workshops, a puppet performance, and a musical presentation. In the last year, French has been taught to the Year 5 pupils by the head teacher.

26. Good provision is made for pupils with SEN. In many lessons they are well supported by effective teaching assistants. Planning includes appropriately differentiated activities which are matched to pupils' individual targets.
27. The provision for extra-curricular activities is good, with a wide range of activities for all pupils, and some which cater specifically for the younger pupils in Years 1 and 2, such as art, story and drama. The other clubs for the older pupils which include 'food explorers', basketball, gardening, chess, choir and cricket clubs are well attended and offered in five week blocks to provide a good range and variety over the school year. Educational visits are planned to support the curriculum, to museums, on local walks, to the theatre and local church. There is a residential trip to Torquay in Devon, for Year 6, which offers good opportunities for pupils to develop their skills in co-operating, negotiating and socialising.
28. The provision for personal, social and health education is satisfactory. The school nurse has contributed to programmes for drug and sex education, which are both integrated as part of the health programme. The provision for health education is still developing and current arrangements are under review, although there are elements of personal and social development which are good, and which contribute well to pupils' moral and social development.
29. The contribution of the community to the pupils' learning is good. The partnership with the local schools and the nearby Manor Pre-School is very good. Links with the secondary school are effective, particularly in the preparation for transfer. For example, specialist mathematics and science teachers from the secondary school work with pupils before they transfer to their new school, which eases the transition and ensures they get to know some of their new teachers. Specialist teachers have also provided tuition in tennis and athletics in preparation for sporting events. Year 2 pupils have taken part in a music festival with other local schools.
30. Visitors to the school have included the vicar and parents, who have contributed to lessons in religious education about Christianity and Islam. One member of the governing body, who has local knowledge of the area, has worked with Year 5 pupils on a local history and geography project; an overseas player at the cricket club, from Bombay, talked about his homeland and religion; and during 'science week' parents worked with pupils to develop their understanding of nature study and helped with an environmental project. The 'Silver Surfers', senior citizens from the local community, are tutored in use of the Internet by Year 6 pupils. There are strong links with St Saviour's Church; the school has a service in the church, usually every half term, to which parents are invited. The pupils in Years 1 and 2 performed a play with a Christmas theme for their parents. Visiting artists including a string quartet; a woodwind band; a brass ensemble; puppet theatre and various drama groups have been welcomed and the activities enjoyed by the children.
31. The good overall provision for spiritual, moral, social and cultural development has been maintained since the previous inspection. The provision for spiritual development is satisfactory overall. The school has annual themes for assemblies, which reinforce

the pupils' spiritual awareness, awe and wonder and sense of transience. For example, the theme during the week of the inspection was on the 'Journey of Life' and how life changes as we grow older, and the science week held in the school provides an opportunity for the pupils to respond to natural phenomena. Work in science, exploring the grounds, pond dipping and becoming aware of the cycle of life, all contribute to the pupils' development. Care is taken within the work of the school to build confidence and self-esteem. In general, curriculum planning in individual subjects does not give enough attention to the spiritual development of pupils.

32. The provision for moral development is good overall. 'Circle time' gives children the forum to discuss sensitive issues and negotiate solutions to problems. The 'golden' rules promote moral awareness and are frequently discussed in 'circle time'. The merit system of stickers and certificates promotes good behaviour and acceptable values. Pupils who have difficulty in behaving appropriately are helped to understand the impact of their actions on themselves and on their classmates. The ethos of the school encourages trust and responsibility and pupils are generally tolerant of each others' differences. Behaviour in the school is generally good. Pupils respond positively to requests and are developing an awareness of moral issues, for example, through work in science and caring for the environment.
33. The provision for social development is good overall. Issues from 'circle time' are taken forward to the school council meetings, where they are discussed. The school council has had meetings with the cook and lunch break supervisors to discuss and resolve any issues at lunchtime. A 'buddy scheme' operating between pupils in Years 2 and 5 helps both groups to develop social skills and work co-operatively in a group or with a partner; this is used effectively to ease the transition for the younger pupils from Year 2 to Year 3. The introduction of a 'friendship' stop in the playground has given older pupils the opportunity to care for the younger ones.
34. The provision for cultural development is good overall. Through assemblies the pupils have a range of stories and experiences about a variety of cultures and traditions. For example, topics in assembly include Bar Mitzvah, Ramadan, Amish, Chinese New Year and Diwali. Dance, drumming and art provide opportunities to learn about African culture and pupils have also become acquainted with Australia and Aborigine traditions and art. The pupils also have experiences of studying village life, through considering the history of the area and taking part in a village walk. French is taught in the school in Year 5, promoting a positive image of different languages and cultures and it is intended to develop this experience to include Year 6 in future years. Pupils' cultural development is enhanced further through visits from theatre groups and story-tellers and to Bristol Old Vic, to see Shakespeare productions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The arrangements for pupils' welfare are good. The procedures for monitoring pupils' academic performance and personal development are satisfactory. Educational and personal support and guidance are good. Academic assessment has substantially improved since the previous inspection. The Code of Practice for pupils with special education needs is now fully implemented. Parents are pleased with the quality of care, academic and personal support.
36. Relationships between teachers and pupils are mutually respectful and constructive. Pupils trust their teachers and other adults in the school because of the way they are treated and, consequently, feel valued, supported and safe. The ambience of the

school is happy and calm and conducive to learning. Considerable efforts are made to meet the individual needs of the pupils, academically and personally.

37. Child protection procedures are well managed and implemented. Most of the arrangements for health and safety are good. Most members of staff have undertaken emergency first-aid training. Safe practices were applied during the time of inspection but risk assessments are not formally prepared for some curriculum activities. Specialist education, health and social agencies provide relevant services to the school but the educational psychologist is not always allocated sufficient time, due to the allocation procedures of the local education authority, to attend to the numbers of pupils who require attention.
38. Attendance is monitored effectively and the school successfully engages the support of almost all parents to minimise absence. The school very effectively promotes high attendance by providing stimulating learning and interesting experiences that pupils value and enjoy. Pupils want to attend and they arrive in good time.
39. Behaviour is monitored closely and effective strategies are applied to encourage good behaviour. Pupils respond well to the rules, recognition and rewards and look forward to their end-of-week celebration assemblies. Discipline is applied consistently well in most lessons. Anti-social behaviour is not eliminated, but is minimised by the effective teaching of relevant moral and social principles and practices and by the strength of relationships that pervade the school. Buddies and the 'friendship stop' in the playground enable the pupils to try to help each other. The school tries to help pupils to see the error of their ways, realise the effect of their actions on others and reflect on what would have been more appropriate conduct. This may be done on a one-to-one basis or through a special circle time for those involved when the pupils are encouraged to discuss their differences openly and honestly and to find solutions.
40. Personal development is not formally assessed and monitored, although teachers know the pupils well, record relevant incidents and include comments in annual school reports. Personal targets for improvement may include attitudes, effort and the development of particular skills. Opportunities are provided within their activities for pupils to develop personal skills such as teamwork, decision-making and problem solving. Opportunities are provided for pupils to use their initiative in research, raise funds for charity, take on responsibilities such as being a member of the school council, and provide hospitality to senior citizens. Involvement in extra-curricular activities and visits out of school, including a residential visit to an outdoor education centre, contribute to pupils' personal development. The school encourages pupils to evaluate their own progress and provides many opportunities for them to raise their self-esteem and confidence, for example, by taking part in class assemblies.
41. The procedures for assessing pupils' academic progress are satisfactory overall. Considerable progress has been achieved since the previous inspection and good procedures are in place and implemented for English, mathematics and science. Pupils' achievement in these subjects is monitored thoroughly throughout their time in school and is carefully analysed to ascertain how teaching might be adjusted to meet the needs of the pupils and to raise their standards. Targets are set, for groups rather than individuals, in those areas which need improvement. Procedures are not yet in place for the remaining subjects of the curriculum. Pupils who are gifted or talented have not been identified and, therefore, relevant provision for them is not made. The marking of pupils' work is constructive and indicates how they can improve. Learning support assistants are well deployed and provide good quality assistance to teachers and pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents have a good regard for the school and express considerable confidence in it. There is a strong partnership between school and parents. Parents' views are more positive than at the time of the previous inspection.
43. Parents are very pleased with the quality of education and care that is provided and with the academic and personal standards achieved by the pupils. They support the school and find it to be very approachable. A few are unhappy with the amount of homework but inspectors judge that it usefully supplements work in school and is set consistently. Although a minority feel they are not well enough informed about their children's progress, inspectors consider that annual school reports provide good quality information and parents are able to consult with teachers formally each term. Teachers are accessible daily for informal updates. The head teacher is available outside the school most mornings so that parents can speak with her informally. Inspectors believe that those parents who are not entirely satisfied with the leadership and management of the school are not justified in their view. Pupils' test results are above average, numerous improvements have been made since the previous inspection, staff morale is good and the school is very willing to listen to parents' views and take them into account through questionnaires, meetings and individual representation.
44. General information is good. Newsletters are frequent and interesting and a website has been established which is to be further developed. At the start of each term, class teachers publish information about the work to be covered and curricular information. The prospectus meets statutory requirements but the governors' annual report does not, as was the case in the previous inspection.
45. Parents support the pupils well with their work at home and a good number of volunteers help regularly in school. The vast majority of parents co-operate with the school, for example, with strategies to support their own children and by promptly providing reasons for absence. School events and visits are well supported. All meetings are well attended by parents and curriculum information evenings and workshops for parents receive good support. Parents of pupils who have special education needs are fully involved in the review process and courses have been provided to enable them to help their own children more effectively. Courses have been arranged for them so that they may more effectively assist their own children. The friends of school association is very active and raises considerable funds to support the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The leadership and management of the school are very good. The head teacher and governing body have a clear vision of what is needed for the school to develop and to continue to improve, and have made considerable progress in the last two years. After a period of some instability, for example, four head teachers and many staff changes in six years, the school now has a stable and committed staff. This is partly due to the head teacher's very good leadership and her quiet, calm, thoughtful approach, which have enabled her to create a committed, enthusiastic and stable team that is mutually supportive and shares a very good capacity to succeed.

47. Subject co-ordinators are keen and enthusiastic and very knowledgeable in their individual subject areas of responsibility. Co-ordinators in the core subjects of English, mathematics, science and in information and communication technology set standards in their subjects and identify strengths and weaknesses in teachers' planning. The co-ordinators for English and mathematics monitor teaching and learning. This is good practice and allows subject co-ordinators first-hand experiences of the strengths and weaknesses in their subjects. This monitoring enables them to identify weaknesses and adjust the curriculum or the teaching and thereby raise standards. The head teacher and deputy head teacher also regularly monitor teaching in the school. The findings from this monitoring are included in the school improvement plan. These are recent developments but are already having an impact upon improving teaching and teachers' knowledge of their subjects.
48. Statutory requirements in relation to special educational needs are fully met. Individual education plans are in place and the requirements of statements are fulfilled well. Specialist support is made available and staff, including teaching assistants, undertake regular training and professional development. The provision made for special educational needs, including assessment and monitoring, has a significant impact on the progress pupils make. The co-ordinator has time to fulfil her duties and regularly meets others who are involved in providing regular reports and information. Specific grants are used effectively to ensure that pupils are supported, trained staff are available and there is access to external specialists and resources.
49. The co-ordinator for special educational needs is efficient and manages provision well, ensuring that targeted and consistent support is available throughout the school to support pupils with learning and medical needs. The Senco has been in this role for just over a year. She has undertaken a thorough programme of professional development in special educational needs and is knowledgeable and enthusiastic. She gives very effective support to teachers and teaching assistants, supporting them in writing individual education plans and being readily available for discussion of any concerns. She has made very good links with outside agencies to support staff and pupils. She has begun to monitor teaching for pupils with SEN and tracks their progress effectively. She has also purchased information and communication technology programmes to support SEN provision. She liaises very effectively with the SEN governor.
50. The school monitors its performance well. In addition to the co-ordinators, the head teacher monitors teaching and learning in each class. Governors regularly visit school and spend time in classes. Each governor takes responsibility for one area of the curriculum and on their visits to school they specifically look at this area of interest. Pupils' progress is regularly assessed.
51. The school improvement plan is an effective working document. All members of staff and the governors are involved in identifying areas which need development, and a three-year overview is established. The school has focused its development on the raising of standards, and on following up work from the last inspection, including in particular the successful completion of the new school buildings. The priorities outlined in the development plan are appropriate and clear, as are the criteria by which their success will be judged; evaluation is built into the process at every stage.
52. The governing body is better informed and more fully involved in the life of the school than at the time of the last inspection. Governors have a clear understanding of the school's strengths and weaknesses, and in many cases actively contribute to the life of the school. The chair of governors provides effective leadership of the governing body and his supportive professional relationship with the head teacher has established a

good link between the work of the school and the governing body. Many of the governing body are themselves new to the role and are very eager to learn and to ensure that they act as a critical friend.

53. Procedures are in place to ensure that the principles of best value are applied. Results are carefully analysed and the school aims to increase pupils' performance. This year they have achieved particularly well and results show that the school has exceeded its targets. The school is part of a cluster group of local schools which regularly look at and share good practice. Governors receive regular reports. All specific grants are used for their designated purposes. Good use is made of new technology to support management.
54. The school has a committed and enthusiastic staff. This obviously has a significant effect and a very positive impact on pupils' learning, as the teachers know the pupils well, and the pupils feel secure with them. The induction of teachers new to the school is good and they are quickly made to feel welcome.
55. Accommodation is used well, and the school is fortunate to have three playgrounds, space for gardens and a large playing field. The very recently completed information and communication technology suite is a real asset. Classrooms are well planned, making maximum use of space and enlivened with good displays and examples of pupils' work. Learning resources are good in most subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56.

- Identify and support gifted and talented pupils, so that they are able to achieve to the best of their own talents.
(Paragraphs 3, 21, 41)
- Improve assessment in the foundation subjects so that this information is used to support the planning of the curriculum in these subjects and help to raise standards.
(Paragraphs 41, 90, 96, 100, 112, 120)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	17	20	11	0	0	0
Percentage	4	34	40	22	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	206
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	17	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	17	17	17
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	100 (90)	100 (94)	100 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	17	17	17
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (77)	100 (94)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	13	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	19
	Girls	13	13	13
	Total	28	27	32
Percentage of pupils at NC level 4 or above	School	88 (65)	84 (65)	100 (74)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	13
	Girls	13	13	13
	Total	23	25	26
Percentage of pupils at NC level 4 or above	School	72 (65)	78 (65)	81 (52)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	197	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	2	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR –Y6

Total number of qualified teachers (FTE)	8.24
Number of pupils per qualified teacher	25.75:1
Average class size	29.4

Education support staff: YR - Y6

Total number of education support staff	5
Total aggregate hours worked per week	105

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
	£
Total income	530959
Total expenditure	539954
Expenditure per pupil	2621.14
Balance brought forward from previous year	53894
Balance carried forward to next year 2003-2004	22459

Recruitment of teachers

Number of teachers who left the school during the last two years	11.07
Number of teachers appointed to the school during the last two years	9.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	206
Number of questionnaires returned	130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	37	6	0	0
My child is making good progress in school.	58	37	4	1	0
Behaviour in the school is good.	36	55	5	2	0
My child gets the right amount of work to do at home.	21	59	16	2	1
The teaching is good.	58	35	5	0	1
I am kept well informed about how my child is getting on.	41	46	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	54	38	5	2	2
The school expects my child to work hard and achieve his or her best.	58	42	0	0	0
The school works closely with parents.	41	50	6	2	1
The school is well led and managed.	32	48	15	2	2
The school is helping my child become mature and responsible.	46	51	2	0	2
The school provides an interesting range of activities outside lessons.	52	39	6	1	2

Other issues raised by parents

The main point which many parents wished to make was how much the school has improved both in standards and behaviour over the last 2 years.

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

57. The provision for the children in the Foundation Stage of learning is very good. Children have average levels of attainment when they first start at school, with some below average attainment in literacy and social skills. They make good progress overall, and very good progress in acquiring skills in communication. They behave well, due to the good and often very good teaching skills they receive. By the time the children are ready to leave the Reception year, most have achieved the Early Learning Goals and the majority have exceeded them. Children start school in the September following their fourth birthday, after having visited their class in the summer term. The Reception class is based in the school and has its own small outdoor area, which is a relatively recent addition to provision. The Reception class is lively, bright and interesting, a stimulating environment for young children to explore and in which to develop their skills and ideas. This is a busy class, with children engaged and enjoying their learning as they play.
58. The teaching and learning in the Reception class are very good: the children learn at a brisk pace, because of the class teacher's highly motivating and enthusiastic approach. They are acquiring skills in reading, writing and mathematics quickly, because of the very good presentation and delivery of work and the regular practice they have in basic skills. Classroom management is very good, and there are very good opportunities for independent learning. Lesson planning is very good and teachers keep detailed records of what the children have learned and are to do next. Activities are well considered and reveal a good understanding of how the children are to learn through play.
59. Resources are plentiful and used very well to support the children learning. Parents and carers are active participants in their children's learning, they help in the classroom on a regular basis, books are sent home for them to share with their children and 'Biscuit' the hamster also makes visits home and parents record his exploits to share with the other children.

Personal, social and emotional development

60. In their personal, social and emotional development the children make very good progress. They are becoming increasingly confident in their skills and abilities and are happy and secure in school and generally behave very well. They like learning, as the staff are enthusiastic and provide a very good range of interesting activities to engage the children and keep them motivated. The children work very well together: they are considerate of each other and show respect and understanding, because of the positive role models of the staff. Relationships are very good at all levels, between children, staff and other adults. The staff promote the children's personal independence very well, allowing a wide range of resources, materials and equipment to be accessible to the children. The range of experiences provided acknowledges a variety of cultures and traditions. For example, the children were very involved in a study of Chinese New Year and had fun making their own stir fry meal.

Communication, language and literacy

61. In communication, language and literacy, children in Reception make very good progress. There is a clear, structured approach to their learning and the staff ensure there is a good degree of practice in learning to read, decipher print and to write using a range of skills. The children enjoy stories and share books with adults and other children. All adults participate and interact very well with the children, which encourages good skills in speaking and listening attentively. The children's responses are valued and treated with respect, which also encourages them to continue to make contributions. By the time the children are ready to leave the Reception year, most have achieved the Early Learning Goals and the majority have exceeded these. There are attractively presented areas for the children to look at books and develop their imaginative play and the outdoor area is used well in this work to enhance the children's skills in imagination and using language. The children's skills in writing are emerging very well; they use the knowledge they have about the sounds letters make in words and the basic reading skills they have mastered, to create their own short stories and sentences. The interesting and exciting activities provided encourage the children to read, make notes and record their findings.

Mathematical development

62. The children make very good progress in mathematical development; their skills in manipulating numbers, solving simple problems and looking at shape and pattern are emerging very well. This area of learning is taught particularly well, and by the end of the Reception year many children have exceeded the Early Learning Goals for mathematical development. For example, the children can count securely beyond ten, can calculate the number of 2p coins needed to make 4p and use mathematical language correctly. The staff help the children to understand mathematics in the world around them and encourage them to solve problems. For example, when cooking the children have opportunities to consider the quantities of ingredients they will need. In artwork they have good opportunities to look at and study patterns and shapes and make models, patterns and shapes, and model making also enhances this work.

Knowledge and understanding of the world

63. The children make good progress in knowledge and understanding of the world. A wide range of experiences, including observation and practical work, teaches them about the world. The staff build effectively on what the children already know about their environment and events in their lives. The children can recognise different types of flowers and from their close observations can show and measure how much these have grown. They make good progress in the development of computer skills, and have opportunities to use computers both in the classroom and in the suite; they use the mouse to 'paint', 'fill' and sketch different patterns and shapes to represent pictures. There are good opportunities for the children to use computers both in the classroom and the computer suite. The development of the outdoor area is an asset to the children's learning and the staff are adept at helping the children to explore their environment, through a variety of interesting activities. For example, there is a small wild garden area where the children grow their own plants and use simple windmills to indicate wind speed; these activities all contribute positively to the children's learning and understanding. The staff also provide the children with a wide range of materials and equipment for them to make their own designs and models. Children discuss what they are doing and make perceptive evaluations of their completed work.

Physical development

64. Physical development is progressing well. The children move with confidence and an appropriate level of control. For example, they can move imaginatively to music, creating movements to imitate insects, 'creeping, crawling and flying'. The children handle equipment to practise their skills in throwing, catching and aiming at a target. The imaginative development of the outdoor area has enabled the children to practise their bike riding skills. The large pieces of apparatus, which are available to them in the school hall and the main playground, are used well to practise climbing, balancing and jumping. They are learning to use apparatus to scoop, pour and fill containers as they play. The use of implements and tools, such as scissors and pencils, helps to develop their fine motor skills.

Creative development

65. The children's creative work is valued in the Reception class and the children have a good range of stimulating and interesting activities to choose from. They make good progress in their creative work. There is a very good variety of materials and equipment for them to select and use in their painting, mixing colours, drawing and collage. They are encouraged to be observant, for example, to paint pictures to represent flowers and are given inspiration by the staff to perform like artists such as Van Gogh. Sessions exploring sound and making music are very good and the excellent support from teaching assistants benefits the children's learning extremely well. The children create their own stories and scenarios in the role-play area and they enjoy dressing up.

ENGLISH

66. The above average standards found at the time of the last inspection have been maintained. The results of the most recent tests in 2003 are not yet confirmed but indications are that good standards have been maintained. Inspection evidence confirms that pupils attain above average standards in English by the ages of seven and eleven. Test results show, and the school's analysis of results confirm, that girls perform better than boys in English. The school is analysing the data with care and planning to address this.
67. When pupils start school they are confident in speaking and have good listening skills. They build well on the good start to education they receive in the Reception class and their reading and writing skills develop well. Pupils are confident in answering questions and are keen to take part in discussions. They have well developed vocabulary and express themselves well. In a Year 3 lesson, pupils spoke confidently to the class about their weekend activities. They spoke clearly in well-formed sentences. In many lessons, pupils are given opportunities to talk to a partner about their work, which helps them to clarify their ideas. As they progress through the school, pupils develop their speaking skills in a variety of ways. They enjoy talking to visitors about their work. In most classes, pupils listen well to one another and use a good range of vocabulary to express their views. However, the oldest pupils are not given enough opportunities to practise their speaking skills in discussion or debate. This means that the oldest pupils are not as confident or fluent in expressing their views as they might be.

68. Pupils throughout the school enjoy reading and make good progress in developing their skills. They read regularly at home with family members and some are members of local libraries. Support staff are often used to hear pupils read individually. Whilst this is helpful to pupils who are at the early stages of reading it is not always the most appropriate support for competent readers. There is too much emphasis on hearing pupils read, rather than the teaching of reading skills. Seven year old pupils recognise a good range of familiar words on sight and have good strategies for tackling unfamiliar words. They sound out words, split them into smaller parts or use picture cues and context to check that their reading makes sense. A small number of pupils do not readily use these strategies, but immediately ask for help if they meet an unfamiliar word.
69. By the age of 11, many pupils are keen readers but they show a limited knowledge of books and authors beyond very popular children's fiction. They are confident in using libraries and are able to find the information they need from books and other sources. Once they are competent readers, pupils are given free choice of what they read. Pupils show a preference for a small range of popular children's fiction. They have very limited knowledge of the wide range of fiction available to them and are not being guided in their individual reading to choose books that would help them develop higher-level reading skills.
70. Pupils have a good knowledge of sounds but do not use this consistently in their spellings. Older pupils use dictionaries to look up spellings but do not always do so in their independent writing. In Years 1 and 2, pupils' handwriting is neat and older pupils are beginning to use joined script. They try hard to present their work well. Pupils are beginning to present their ideas logically and use complex sentences in their writing.
71. By the time they are 11, pupils show good understanding of grammar and punctuation. In lessons, they are able to use different forms of writing appropriately, for example, writing accounts from different points of view, or writing a brochure to advertise a holiday. Pupils understand that they need to use formal or informal language for different purposes, such as writing a letter of complaint or a letter to a friend. Year 6 pupils used their writing skills well on their recent school journey, writing lively and interesting diary accounts of their visit to Devon. In a Year 4 lesson, pupils showed appreciation of the language and devices used in advertising to persuade people to buy different products. In a very good Year 5 lesson, pupils were able to write a scene from the point of view of different characters. Whilst pupils write well in lessons, there are few examples of writing at length for a range of purposes. Pupils do not regularly use the drafting process to edit and refine their work. Work in pupils' books shows that they are capable of attaining the levels expected for 11 year olds. They use their writing skills well in other subjects and a good proportion of pupils attain the higher levels in writing.
72. Teaching of English is good throughout the school. No unsatisfactory teaching was observed. The best teaching was observed in Years 3, 4 and 5. Teachers have a secure understanding of the National Literacy Strategy and implement it well. Teachers take care to develop pupils' vocabulary and to develop their knowledge and understanding of the structure of language. They ensure that pupils understand what is expected of them and review learning well at the end of lessons. Teachers use a good range of vocabulary to promote pupils' interest in new words. They teach pupils correct grammatical terms and insist that they use these correctly. This encourages pupils to explain their ideas accurately. Teachers challenge pupils to think for themselves and to explain their ideas clearly. They use a good range of strategies to ensure that pupils remain focused and attentive and have very good relationships with

them. In the best lessons, there is very good teamwork between the teacher and the skilled teaching assistant. This was particularly evident in a Year 5 lesson. During the teacher's explanation, the teaching assistant noted on a flip chart the success criteria for the lesson. This is a regular feature of lessons in this class and the notes are kept for pupils to refer to in future lessons. Pupils find this very helpful and regularly refer to the charts in lessons. In the lessons observed, there was little evidence of pupils using computers in their work, but discussions with pupils and work on display shows that pupils are confident in word processing skills,

73. Management of English is good. The subject leader has a very good knowledge of English and of the National Literacy Strategy. She has monitored colleagues' teaching and regularly reviews their planning. Assessment in English is used well and the subject co-ordinator has worked with colleagues to analyse the data from national and optional tests. This has resulted in a focus on improving boys' writing in the school. All pupils achieve well, including those with special educational needs.

MATHEMATICS

74. Standards in mathematics at the ages of seven and 11 are above those expected nationally and pupils achieve well throughout the school. Standards have shown steady improvement since the last inspection both in good results achieved in National Curriculum tests and in the good standards achieved in the subject as a whole. At the time of the last inspection, pupils achieved average standards in mathematics and few of them reached higher than average levels at ages. This is no longer the case and a good proportion of pupils attain the higher levels. Over the last few years the overall trend of test results has been one of steady improvement.
75. The National Numeracy Strategy is implemented successfully by the school, ensuring that pupils of all abilities are given good opportunities to develop their mathematical knowledge, skills and understanding. The additional strategies to support lower-attaining pupils are in place when they are required. They are not used in all year groups as pupils' attainment is good and they are not required. The curriculum for mathematics is broad and balanced and all areas of the subject are given appropriate coverage. The school has worked hard to ensure that pupils are given opportunities to use and apply mathematics in other curriculum areas. For example, on their recent residential visit pupils used graphs to record their survey of the most popular activities. Pupils use pictograms and bar charts to record different data and use information and communication technology well to produce a variety of graphs to interpret data about their trip.
76. Pupils are good at using mathematical language correctly and teachers encourage this well. In Years 1 and 2, pupils are good at solving problems using addition and subtraction of two digit numbers. They can explain the strategies they use to solve problems. In Year 2, pupils understand that multiplying by two is the same as doubling a number. Pupils in Year 4 show good understanding of place value and use this to round numbers up or down to the nearest multiple of 10. In Year 5, pupils show very good knowledge of number facts and quickly solve problems involving factors, multiples and other properties of numbers. When given a number as an answer, they are adept in devising problems for their class mates such as (7×6) minus the ninth prime number, at the same time, using the correct mathematical language. Pupils are good at using the correct mathematical language in setting problems for their classmates. Pupils in Year 6 show good mathematical understanding. They are able to convert percentages to fractions and vice versa. They have a good grasp of multiplication facts.

77. The quality of teaching and learning is good throughout the school. Teachers are skilled in gaining and maintaining the interest and enthusiasm of pupils of all abilities and their management of pupils is very good. There is a consistent, shared commitment to achieving high standards. Teachers' approach to mathematics is to make lessons enjoyable for pupils, to provide a good range of worthwhile activities and to ensure that pupils are engaged and well motivated. This helps all pupils to make good progress.
78. Teachers plan work well for pupils of differing abilities. Most lessons are conducted at a good pace, which motivates and encourages pupils. Teaching assistants are well deployed and make an effective contribution to pupils' learning. This is particularly so in Year 5. While the teacher explains work to pupils, the teaching assistant prepares a sheet detailing the success criteria for the lesson. Pupils then use these sheets later to inform them of their progress. These sheets are kept on display and, over time, pupils regularly refer to them. This is a very effective strategy for increasing pupils' knowledge of their learning and could usefully be developed throughout the school.
79. Staff make good use of questioning skills to check pupils' knowledge and stimulate their thinking. Teachers praise and question pupils well which keeps all pupils interested and involved in their activities. Work is provided for pupils of differing prior attainment and activities are well planned to meet pupils' different learning needs. There is a small but significant number of pupils throughout the school who are particularly gifted in their mathematical development; as yet there are insufficient plans to support these pupils to develop their skills still further.
80. There is only a little evidence in lessons and in the scrutiny of pupils' work that information and communications technology (ICT) is used effectively to support pupils' learning. The school recognises the importance of improving this aspect of learning and is taking steps to improve provision.
81. Resources for the subject are good and funds have been allocated appropriately in line with the school's priorities. The subject co-ordinator has a good overview of the subject and of the standards and quality of teaching and learning throughout the school. He has observed lessons throughout the school and discussed issues relating to mathematics teaching as part of his monitoring role. The use of targets is developing well so that pupils know what they need to do in order to improve. Teachers use day-to-day assessment well. They often review their planning in the light of their evaluation of lessons.

SCIENCE

82. Standards in science for pupils aged 11 are very high, and at age seven they are above average. All groups of pupils make good progress overall, and they achieve very well in National Curriculum tests in Year 6. There has been good progress since the previous inspection, as the standards by the end of Year 2 have been maintained and those at the end of Year 6 have improved.
83. In Year 6, work covers aspects of reflection, using light, creating shadows and studying electricity with appropriate scientific language such as 'conductor' and 'insulator' used correctly. There is some very good work overall on how power is used to change the speed of a motor and how too much power can cause damage. More detailed work on circuits, skeletal structures and food chains, micro-organisms and bacteria. Work in Year 5 includes topics on materials, solids, liquids and gases and air resistance and

how this slows down objects, such as a parachute being pulled to earth by gravity. There is good work on separating materials, condensation and how to dissolve substances, for example through stain removal. Year 4 topics cover skeletal structures with good links to numeracy in measuring height and length of limbs. Living things and forces are studied well, and graphs are used well to support learning and record findings. Work is detailed, with comprehensive and in-depth study. Pupils achieve high standards in their work about plants and different types of fungi which have no seeds. In Year 2, the work the pupils attempt at the beginning of the school year is at a lower level, but improves quickly and covers topics on healthy eating, a balanced diet and comparing materials. There are good links to literacy in work through the pupils' independent recording of their observations. Pupils do work on electricity and they study life processes and living things and make comparisons between different characteristics in the human body.

84. The quality of teaching and learning in science is good throughout the school, with examples of very good teaching in Years 4, 5 and 6. Staff prepare lessons well, have secure knowledge and understanding of what they are going to teach and they reinforce the basic skills of investigating, predicting and hypothesising well. Plans are clear, comprehensive and relevant; the staff have high expectations for both attainment and behaviour and manage pupils well. Lessons are well-paced, with effective use of resources and the staff assess the pupils' progress effectively.
85. The co-ordination of science in the school is good overall. Plans and pupils' work and attainment are monitored effectively and, although there has been some observation of teaching science, this is an area for development which the science manager has already identified. The procedures for assessment are good and used well to guide future planning and learning. Information and communication technology is used well in lessons to support learning, for instance, there is a digital microscope and the pupils use websites to research and advance their knowledge. Science teaching contributes effectively to pupils' spiritual, moral, social and cultural development. The subject is well-resourced and equipment is used well to support learning. The 'Science Week' which is held in the school is a boon to learning and the support from secondary school staff is beneficial to pupils' achievement in science, in Year 6.

ART AND DESIGN

86. Standards in art and design throughout the school meet national expectations, an outcome similar to the last inspection. During this inspection, art was not being taught in all year groups as it is taught in alternate blocks with design and technology. Judgements, therefore, are supported by an analysis of teachers' planning, a scrutiny of work on display and very substantial portfolios of pupils' work.
87. There are limited displays of pupils' work around the school, partly due to the fact that not all pupils are studying art at the moment. In Year 1 pupils paint sunflowers in the style of Vincent Van Gogh, and make imaginative and creative collages of houses having looked at work by Lowry. In Year 2 pupils sketch minibeasts in relation to their topic in science. Pupils in Year 2 also do some detailed pastel drawings in the style of Cezanne, to a standard expected for their age. Pupils experiment with wax resist paintings and colour mixing in Year 3 and Year 4. In Year 5 pupils have painted chairs again in the style of Van Gogh, to a satisfactory standard. Pupils' sketch books in Year 6 show some good attempts to draw moving figures.
88. Pupils also have sufficient opportunities to model either with clay or other modelling materials. The sketchbooks that pupils use regularly reveal that drawing skills are

developing well. Information and communication technology is used in the teaching of art, for example, in a Year 5 class where pupils were using technology to make wall paper in the style of William Morris. To begin with pupils found this very difficult but achieved an incredible amount in learning new skills in just one lesson.

89. Teaching was good overall. Lessons seen were well planned and the systematic teaching of skills specific to art enables pupils to reach satisfactory standards. For example, in a good lesson in Year 6 pupils learned how to draw pictures in perspective using a vanishing point. This is a difficult concept to understand and they tackled it well. Pupils develop good attitudes toward the subject and are anxious to do well.
90. The part-time co-ordinator has a clear vision of how the subject might develop. She is keen to develop further existing links with parents and others in the local community who have an expertise in aspects of art. She has monitored teaching and planning. At present there is no form of assessment to judge standards against national expectations or to see if pupils are making sufficient progress throughout the school.

DESIGN AND TECHNOLOGY

91. In design technology the standards the pupils achieve have improved since the previous inspection and they are good by the ages of seven and 11. All groups of pupils make good progress in their design making skills.
92. Year 6 pupils have a good understanding of pressure pads and tilt switches and can use their skills and knowledge to make alarms. In Year 5 the pupils have undertaken good evaluative work on packaging, and created their own crunchy biscuits. Year 4 pupils have made money containers and show good skills when planning their designs. They have also designed individual battery-operated torches to a good standard. In Year 3 the pupils' work included making 'moving monsters', with hinged parts to create movement. In Year 2 the pupils have used wind-up mechanisms in their designs, and in Year 1 units of study cover moving pictures, for example, making 'pop-up' books, linked to their history topic on the past and the Victorians. They achieve well in developing their design skills and techniques.
93. The quality of teaching and learning is good overall; the staff prepare lessons well and use a variety of methods in their teaching. They teach the basic skills of design and handling equipment well. The management of pupils is good and lessons are well planned, with good use of resources. Assessment procedures and the use of assessment to guide curricular planning in design technology are still to be developed. The leadership and management of design technology is satisfactory. Planning is monitored but, as yet, classroom teaching is not. Resources for design technology are satisfactory, but there is a lack of adequate storage to ensure ease of access and retrieval.

GEOGRAPHY

94. In geography, the standards the pupils achieve have been improved since the previous inspection; they are good for pupils aged 11 and satisfactory for pupils aged seven. All pupils progress at a satisfactory rate overall in Years 1 and 2, and make good progress in Years 3 to 6.
95. In Year 6, the pupils' work on mountain environments is well-presented and illustrated. There is a good range of map work; rivers and other features are identified and 'keys' are used to locate particular buildings. The pupils can use Ordnance Survey maps and

work out four-figure grid references; many pupils also tackle six-figure grid references accurately. Year 5 pupils use compasses and work with grid references and co-ordinates to locate places on an island map, and they study environmental issues concerning water and its use. Year 4 work covers looking at and comparing two locations such as Coalpit Heath and an Indian village called Chembakolli. In Year 2, work is on the Isle of Struay, simple map work and transport links, and the pupils also study seaside locations and the physical and human features of a landscape or coastal location. Year 1 pupils follow the exploits of Barnaby Bear and make observations of the immediate environment around the school, to devise plans to make the roads safer for children.

96. The quality of teaching and learning is good overall; the staff prepare lessons well and use a variety of methods to teach in the classroom. Very good teaching was observed in a Year 6 lesson with the management of pupils being good and the lesson well planned, with good use of resources. Assessment procedures and the use of assessment to guide curricular planning in geography are still to be developed.
97. The leadership and management of geography are satisfactory, and some monitoring of the subject has taken place. There are various trips and visits which support the pupils' learning in geography; for example, Year 2 make a visit into Bristol and the Year 6 residential trip to Torquay promotes their learning in geography effectively. Information and communication technology is used well, particularly in Year 6 in connection with graph work and statistical analysis of the pupils' residential stay.

HISTORY

98. In history the standards the pupils achieve have been improved since the previous inspection and they are satisfactory at the end of Years 2 and 6. All groups of pupils progress at a satisfactory rate overall.
99. Pupils make good use of the map skills acquired in geography and develop their literacy skills in recording. Year 5 pupils can identify artefacts from the past and can summarise what they observe to indicate a particular era, such as the Victorians, the 1930s and the 1950s. Year 4 pupils have an appropriate knowledge of life during the Second World War and they have researched the phenomenon of evacuation and what this meant for children at the time and the way rationing was organised. Another study has included the Romans, based on a visit to Caerleon Roman Fortress. Ancient Egypt is studied in Year 3, supported by a visit to the British Museum, and the pupils have also covered work on the Tudors and Henry VIII, with a detailed and in-depth study of this era. In Year 2, topics include the Great Fire of London, with reference to Samuel Pepys' diary, and the more able pupils record their accounts of life at the time. The pupils also study famous people in history such as Florence Nightingale and in Year 1 they look at and compare life styles in the past and present, through work linked to geography on the seaside.
100. The quality of teaching and learning is satisfactory overall; the staff prepare lessons appropriately and use methods effectively to promote learning in history. Basic skills of research and observation are taught correctly. The management of pupils is good and lessons are at a suitable pace, with effective use of resources. Assessment of the pupils' attainment and progress is used appropriately, but the use of assessment as a guide to curricular planning in history is still to be developed.
101. The co-ordination of history in the school is satisfactory. Plans are monitored to ensure that the curriculum is covered appropriately, but there is no observation of classroom

teaching as yet; this is an area for development. Resources in history are adequate, and used appropriately in lessons, but there are not enough artefacts to bring the subject alive. Trips and visits contribute to the pupils' learning in history. For instance, Year 5 visit St Fagin's in Cardiff when studying the Victorians.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. The standards that pupils were achieving at that time of the last inspection were judged to be in line with national expectations across the school. Since then, there have been vast changes in technology nationwide, and the school has done well to keep up with all these changes. The school now has a very recently opened (in the 4 weeks before the inspection) suite of computers in a spacious room that is light and airy. There are enough machines to accommodate a class of pupils working in pairs. In addition each classroom has at least one computer for daily use. Teachers are covering all aspects of the subject in their lessons and standards are beginning to rise. Currently, pupils are making good progress across the school and are quickly acquiring the necessary skills and understanding. Most seven and 11-year-old pupils now display the standards that are seen in other schools, but there are some examples across the school of pupils achieving at higher levels, particularly in data handling.
103. The role of the co-ordinator in driving forward these improvements has been significant. She is very knowledgeable and, through careful consideration of the types of equipment available, she has ensured value for money and the best possible resources to meet the school's needs. She supports colleagues, enabling them to plan and teach lessons, and providing them with useful hints about the activities that will best help pupils to acquire the necessary skills. All teachers have now completed their Gold NOF training.
104. There is a proper emphasis on acquiring skills but teachers are also starting to use computers to support work in the various subjects of the curriculum. Year 3 pupils, for example, enter text on to the computer and add pictures to create their own pictures. Using 'Power Point' pupils in Year 6 create media presentations. In Year 4, the 'Logo' program is used to give commands so that geometric shapes appear on the screen. This reinforces pupils' understanding of the angles in a square or hexagon as well as promoting their skill in controlling the process by entering the correct commands. The Internet is used to research information, for example, in Year 6 to find out about rivers and mountains for their work in geography and also in history for their work about the Greeks.
105. In Years 1 and 2, pupils use the mouse confidently and know how to log on. Younger pupils use data handling to show graphic representations of the seasons when their birthdays occur. In Year 2, they write shopping lists and use data handling to analyse the range of hair colour of pupils in the class. They are also learning how to use the Roamer and the turtle programme on the computer. Those with special educational needs are helped by the teaching assistant and they make as much progress as everyone else, taking great delight in their finished work. Pupils throughout the school have very positive attitudes in their ICT lessons. They are very excited about being able to use the new ICT suite.
106. In the juniors, a greater variety of work is apparent. Data is entered to produce graphs, for example, to show the favourite authors of pupils in Year 4. The word-processor is widely used to present work attractively. Reports in Year 6 about their recent residential camp show the different techniques they use to present information about their favourite outings.

107. Teaching is good overall. All teachers:
- Give as much time as possible during a lesson to hands-on experience.
 - They keep their explanations to a minimum but
 - Give clear instructions so that pupils know what to do.
 - Ensure that everyone takes a turn at the tasks.
 - In the best lessons, the enthusiasm of the teachers is infectious and they are skilled at assessing when they need to intervene while maintaining the momentum of the activity.
108. Assessment sheets are used to judge the skills that pupils have acquired. The co-ordinator is now concentrating on encouraging the increased use of computers to support work in the subjects of the curriculum and aims to adapt the programme of work to reflect the particular needs of different curriculum subjects more closely. At present, the programme closely follows the national guidelines. The school is well placed to make further advances in the delivery of ICT and the future looks secure.

MUSIC

109. Provision for music was a key issue in the previous report. Teachers' subject knowledge was weak and pupils' attainment was below the nationally expected levels at the end of Years 2 and 6. Since that time the school has worked hard to address this issue and improvement is satisfactory.
110. Since the last inspection the school has provided training for staff in music. Teachers still lack confidence in music teaching but the school has recently bought in a published scheme to support them. It has been used for only a short time but staff report that it is very helpful and they are gaining in confidence in teaching music. Teachers are very committed and work hard to ensure that curriculum requirements for music are met. Pupils sing well in assemblies. They produce a pleasing tone and are secure in pitch and rhythm.
111. During the inspection three music lessons were observed. Two of these were taken by a teacher from the local music service and were whole-class recorder lessons. In both these lessons pupils made good progress. They are developing good rhythmic skills and an understanding of staff notation.
112. Only one class lesson was observed and this was in Year 3. In this lesson, pupils attained satisfactory standards. Pupils have good listening skills but find it difficult to express a personal response to music. There are no formal means of assessing pupils' achievement or progress in this area of the curriculum.
113. As only one mainstream lesson in music was observed it is not possible to make an overall judgement on teaching and learning. The school is aware that music needs to be developed further.

PHYSICAL EDUCATION

114. During the week of the inspection pupils were observed taking part in dance, gymnastics and games lessons. Inspection evidence is drawn from the observation of these lessons and from observations of pupils at play.

115. Standards in physical education are in line with those expected for pupils at the age of seven and 11. All pupils in the current Year 6 reach the standard in swimming expected of pupils by the age of eleven (to swim 25 metres), and the school arranges extra support for those pupils who have some difficulty learning to swim. Pupils make expected progress in developing control and co-ordination, for example, in throwing and catching in Year 2. They make good progress in Year 5 in creating movement sequences in dance. Progress is made throughout the whole school in running and jumping activities and in games activities. Pupils with special educational needs are well supported and achieve good results that enhance their self-esteem. They take a full and active part in all lessons.
116. Year 2 pupils show how they are building on skills already learnt in throwing, catching and starting to play small team games such as 'piggy in the middle', which they thoroughly enjoy.
117. In a very good dance lesson in Year 5 pupils made considerable progress. By the end of the session, systematically building on skills, and with the added stimuli of music, pupils created some very good rhythmic dances in groups of twos and threes. The finished performance in many cases was very good and greatly appreciated by their peers. Pupils showed good rhythm and an imaginative, creative interpretation of the music. A few more able pupils were clearly aware of good body positions and paid particular attention to starting and finishing the sequences well.
118. Junior pupils show average skills in games lessons: throwing and catching and jumping skills appropriately for their age. They co-operate well with each other when engaged in skill practice.
119. Teaching is good overall. In the best lessons, teachers have good subject knowledge and place a great emphasis on pupils achieving high standards. They make their expectations very clear, for example, by expecting good quality body positions and pupils paying due attention to starting and finishing movements correctly, as seen in the dance lesson. Pupils are encouraged to observe, evaluate and comment upon the movements and how they might be improved. Pupils are managed well outside on the playground.
120. The subject is managed well by the enthusiastic co-ordinator. However, there are no means of assessing pupils' skills or their development in physical education, as there has been little monitoring of the subject. The experience gained by pupils on residential visits enhances the physical education curriculum, and the provision of a range of extra-curricular activities gives the pupils many opportunities to develop both their physical and social skills. For example, there are opportunities for pupils to play rugby, football, netball, cricket, gymnastics, and tennis and to participate in athletics.

RELIGIOUS EDUCATION

121. At the time of the last inspection pupils in Years 2 and 6 attained satisfactory standards in religious education and met the requirements of the locally agreed syllabus. The findings of the present inspection are that pupils' attainment is good in Year 2 and average in Year 6. This represents good improvement.
122. In all years, pupils show a good knowledge of Christian stories. They are familiar with the Christmas and Easter stories as well as a range of Bible stories. Assembly themes are followed up in lessons and classes contribute their thoughts to school collections such as 'What is an angel?' and 'Ideas about heaven'.

123. In their work on celebrations, pupils in Year 2 were fascinated to learn about the Jewish festival of Purim. Pupils understand what a festival is and talked about celebrations in their own lives, such as birthdays, carnivals and baptisms. They showed good recall of the story of Queen Esther and thoroughly enjoyed stamping, booing and hissing to drown out the name of the wicked Haman, as Jewish people do at Purim when the story is read in the synagogue.
124. In Years 3 to 6, pupils cover the range of work expected by the locally agreed syllabus. They too are familiar with many Christian stories. Year 4 pupils learn about Hindu worship. They show interest in their work and show good recall of the artefacts found in Hindu temples. In a very good Year 5 lesson, pupils discussed the variety of symbolic meanings in painting. The teacher explained very clearly that through the ages people have drawn and painted pictures as an expression of faith. Pupils' ideas of how Jesus might have looked reflected a traditional, western European view. Pupils were then intrigued by an attractive poster showing images of Jesus from around the world. It had not occurred to them that artists from different cultures would portray Jesus in the light of their own experience. Year 6 pupils reflected on their recent visit to Buckfast Abbey whilst on their residential visit to Devon and thought about how Christians might find it helpful to worship there.
125. Pupils enjoy their religious education lessons and are making good progress. They behave well and work with enthusiasm. They show respectful attitudes to the views of people of different faiths and handle artefacts with care. Pupils are developing a good understanding of how the faith of believing communities affects their lives.
126. Teachers vary in their confidence and subject knowledge but, overall, teaching is good. Very good teaching was seen in Years 2 and 5. In the best lessons, teachers have very good subject knowledge and use imaginative strategies for engaging pupils' interest. Their lessons build well on pupils' previous knowledge and experience. Teachers make good use of questions to check pupils' understanding and stimulate their thinking. Teachers use pictures and artefacts well to support learning. They place good emphasis on why the stories and customs of different faiths are important to believers. In the other lessons observed, teaching was satisfactory. However, time was not always used well, and in some lessons pupils consolidated what they already know rather than gain new knowledge. The emphasis was on learning facts with little opportunity to consider the impact of faith on peoples' lives.
127. Since the time of the last inspection the scheme of work for religious education has been developed in order to meet the requirements of the locally agreed syllabus. The subject has been a focus for development in the current year and teachers are ready to implement the new scheme of work in the next academic year. A new agreed syllabus is due to be published in the next year. This will include guidance on assessment. This syllabus is currently being trialled in Year 6. The school has strong links with the parish church whose vicar is a regular visitor. There have been occasional visits from representatives of other faith communities but this aspect could be developed further. Pupils regularly visit the parish church but visits to different places of worship are infrequent.