

INSPECTION REPORT

LITTLEHAM CHURCH OF ENGLAND PRIMARY SCHOOL

Exmouth

LEA area: Devon

Unique reference number: 113370

Headteacher: Mrs Helen Edwards

Reporting inspector: John Ayerst
3832

Dates of inspection: 10th – 12th March 2003

Inspection number: 247356
Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary School and Nursery
School category:	Church of England Voluntary Controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Littledown Close Littleham Exmouth
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Appropriate authority:	Governing body
Name of chair of governors:	Ms Cathy Lynaghan
Date of previous inspection:	26 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3832	John Ayerst	Registered inspector	English Art and design Music English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9646	Geraldine Osment	Lay inspector		The well does the school care for its pupils? How well does the school work in partnership with parents?
22729	Robert Arnold	Team inspector	Science Information and communication technology Design and technology Physical education Special educational needs Educational inclusion	How good are the curricular and other opportunities offered to pupils?
23999	Catherine Davey	Team inspector	Children in the Foundation Stage Mathematics Geography History Religious education	Pupils' attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Littleham Church of England Primary School is a smaller than average Voluntary Controlled school with 134 boys and girls of 3 – 11 years of age. It is situated on the outskirts of Exmouth in Devon and most of the pupils come from the adjacent housing estate, which is recognised as an area of considerable economic and social disadvantage. The percentage of pupils eligible for free school meals (32.4%) is above average. The percentage of pupils identified as having special educational needs (42.2%) is well above average. The number of those with a Statement of Special Educational Needs has increased this year and is now above average (2.7%). Several pupils have dyslexia, a number have moderate or severe learning difficulties, some pupils have emotional or behavioural difficulties, a high number need support with speech and communication problems, some pupils have autism and a few have physical disabilities. There are no pupils at present from ethnic minority backgrounds and none who speak English as an additional language. Taken together, pupils' attainment on entry is very low. In addition, a higher than average number of pupils come to, and move on from, the school during their Primary years.

HOW GOOD THE SCHOOL IS

The headteacher has been in post for two years. Following the last inspection in 1998 the school went through a period of significant instability with the protracted illness of the then headteacher. Standards declined during that period. Since the arrival of the present headteacher, staff have worked hard to raise standards, particularly in the core subjects of English, mathematics and science and, when the proportion of pupils with special educational needs in these small year groups is taken into account, standards are improving. The school now makes good provision for its pupils across a very wide range of attainment and, while standards are generally low, this represents good achievement for many of the pupils, who come to the school with a very low starting point. Pupils with special educational needs make good progress and most of them achieve well in the core subjects. The school is very effective in promoting an inclusive society for all of its pupils. Much of the time and energy of the headteacher and the staff are taken up with resolving problems rooted in the social and emotional backgrounds of some of the pupils, and creating a calm environment for learning. This is a very caring school. The staff have established good standards of behaviour and positive attitudes to learning. The headteacher has chosen well her strategies for improvement and the school is moving forward significantly. It is now an effective school and provides good value for money.

What the school does well

- Teaching is good in English, mathematics and science in Years 3 to 6 and as a consequence of the good teaching pupils achieve well in those subjects by the end of Year 6.
- The leadership and management of the school are good.
- As a result of the good care and provision for their personal development, pupils' attitudes to learning, their personal development and relationships throughout the school are good. The school makes very good provision for promoting good behaviour and pupils are well behaved.
- Provision for the spiritual, moral and social development of pupils is very good.
- The special educational needs of pupils are identified early, which helps class teachers to meet their needs as soon as possible.
- Provision for pupils in the Nursery is very good.

What could be improved

- Not all teaching matches the quality of the best, particularly in subjects other than English, mathematics and science and in Years 1 and 2.
- The use of information and communication technology across the curriculum.
- The quality of, the use of and the procedures for setting up individual education plans for pupils with special educational needs.
- Attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound improvement in the period since the last inspection in 1998. Most of the issues identified in the last inspection report have been addressed, but some of the improvements in provision have yet to affect the overall standards of attainment. The quality of teaching has improved. Pupils' achievements are now good in English, mathematics and science by the time they leave the school. Since the last inspection, the leadership and many of the staff have changed. The new headteacher, with close support from the local education authority, has now re-established a stable staff who are working hard to raise standards and to help pupils achieve successfully. The management has a good understanding of the schools' strengths and weaknesses and the action needed to carry improvement further. The school is well on course to meet its rigorous targets.

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	E	E*	E	D
Mathematics	C	E	E	E
Science	D	E	E	D

Key

well above average A

above average B

average C

below average D

well below average E

The national test results for 2002 for Year 6 pupils show that standards for English, mathematics and science were well below the national average. In 2001 the results for English were among the lowest five per cent nationally. In 2002, in comparison with schools with a similar economic background, standards were below average in English and science and well below average in mathematics. In tests for pupils at the end of Year 2, their attainment was well below average in reading, writing and mathematics, and teachers' assessments for science also show standards that are well below average. In comparison with similar schools standards were below average in reading and writing, and well below average in mathematics. These comparisons do not, however, take into account the large proportion of pupils in the small year groups with special educational needs, the very low standards on entry or the relatively high number of pupils absent from school. In addition, a considerable number come to the school late from other schools. For example, nearly one third of the pupils taking the tests at the end of Year 6 in 2002 had joined the school during the year and a significant number of them had special educational needs, which had a considerable adverse effect on the Year 6 results.

From the evidence of work seen during the inspection, pupils' attainment at the end of both Year 2 and Year 6 is well below average in most subjects, but the majority of pupils are achieving well over their

time at the school. A few higher attainers regularly the higher levels in national tests. In the lessons seen in physical education and religious education standards were average in response to some very good teaching. By the end of both Years 2 and 6 standards in art are below average and in history well below average, but in both cases pupils' achievements are satisfactory. In information and communication technology standards are lower and achievement is unsatisfactory. Evidence from teachers' assessment records and work seen signals a steady improvement in pupils' achievements in English, mathematics and science.

In general, children's attainment on entry to the Nursery class is very low. Although only a minority of children are likely to attain the early learning goals by the time they enter Year 1, this represents a good level of achievement during their early years. The school has worked hard over the past two years to raise the quality of its provision in English and mathematics and has been most successful in Years 3 to 6. In response to teaching that is often good or very good, pupils make good progress in lessons at this stage, although the achievement of pupils in Years 1 and 2, where teaching is sound, is satisfactory. At all stages, but particularly in the Foundation Stage, the gains that pupils make in lessons are not always retained into the next lesson and this constrains their progress over time.

Pupils with special educational needs achieve well overall. Where teaching is good, in the Nursery and in Years 3 to 6, they and the higher attainers make good progress. In the Reception Year and in Years 1 and 2, where teaching is satisfactory, higher attainers and pupils with special educational needs make satisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are good and pupils are keen to contribute in lessons because they know that their efforts will be recognised. On occasions pupils are frustrated by their limited language skills.
Behaviour, in and out of classrooms	Good. The high number of pupils with behavioural problems integrate well into classroom activities.
Personal development and relationships	Relationships between pupils, and between pupils and staff, are good. Pupils work and play together harmoniously and are encouraged to raise concerns and express opinions on what the school could do to improve.
Attendance	Unsatisfactory. Non-attendance adversely affects pupils' learning.

The good relationships between all people in the school have a significant impact on the good achievement made by pupils.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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 overall. In addition to lessons observed, the work in pupils' books and the records of teachers' planning and assessments indicate that standards of teaching are particularly good in the core subjects of English, mathematics and science, and in the Nursery and Years 3 to 6. As a result, pupils make good progress in the core subjects and achieve well over their time in school. Literacy and numeracy skills are taught well in English and mathematics lessons, but

strategies to promote the skills across the curriculum are not yet firmly established, largely because pupils' skills are underdeveloped. Similarly the use of information and communication technology in other subjects is not consistently established.

In good and very good lessons, teachers plan with clear learning aims that focus precisely on the different needs of all pupils in the class. Teachers ask searching questions that extend pupils' learning and require them to make intellectual and creative effort. Teachers are confident in the subject matter. They have high expectations of pupils. A good variety of strategies are used, which match the content of the lessons and support learning well. In subjects other than English, mathematics and science, teaching is mostly satisfactory and planning for progress is less successful because it often focuses on the content to be taught, rather than the learning aims of the lesson for the different groups in the class. In some lessons for pupils in Years 1 and 2 teachers do not monitor the learning of all pupils sufficiently when they are working with the very competent learning support assistants. On very few occasions the lack of sufficient knowledge of the subject leads to unsatisfactory teaching. In general, teachers at all stages do not provide enough opportunities for pupils to share the responsibility for their own learning, so they do not develop sufficiently as independent learners.

In most lessons the teaching of pupils with special educational needs is good, particularly in Years 3 to 6, where teachers use prior assessments well to match tasks to pupils' needs. However, teachers do not consistently make sufficient use of the pupils' individual education plans to focus learning on their needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory curriculum that is broad, balanced and relevant. All statutory requirements are met. Good provision is made for extra-curricular activities. The provision for children in the Nursery is very good.
Provision for pupils with special educational needs	Overall satisfactory. Pupils achieve well because class teachers plan their learning well. Individual education plans are not, however, sufficiently detailed and parents and pupils are not involved enough in the setting of targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school promotes spiritual, moral and social development very well. Cultural development is satisfactory and pupils are appropriately prepared for life in a multi-cultural society.
How well the school cares for its pupils	The school cares very well for its pupils and makes very good provision for promoting good behaviour. Pupils learn well because they are happy and secure in the school.

The school works hard to promote its links with parents and provides good information about the school and the progress of their children. Some parents respond well and make a significant contribution to their children's progress, but the response is not consistent. Links with the local community and relationships with other educational establishments are good and make a useful contribution to pupils' learning. The school has the confidence of its community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership and management by the headteacher and key staff. The quality of subject leadership is mixed; it is good for English and mathematics, but not fully effective for other subjects. Consequently, teaching and learning are not consistently effective across the curriculum.
How well the governors fulfil their responsibilities	Good. Governors monitor the work of the school well and have a good awareness of its strengths and weaknesses.
The school's evaluation of its performance	The school has a clear and accurate view of its strengths and weaknesses and is now refining its strategies for development. It has focused particularly on the development of writing at all levels and is now planning to improve provision across the curriculum.
The strategic use of resources	Good. The school uses its funds well to develop and improve its curricular provision.

Following a period of close local authority supervision, during which the present headteacher took up her post, the school is now moving forward with growing self-confidence. Staff are enthusiastic, highly motivated and committed to raising standards. There are sufficient staff and they are used well. Accommodation is good and provides an attractive environment for learning. Resources are satisfactory. The school applies the principles of best value satisfactorily and, overall, has very good potential to improve further.

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. • They consider that their children are making good progress in school. • Behaviour is good. • The teaching is good. • They are kept well informed about how their children are getting on. • They feel comfortable about approaching the school with questions or problems. • The school expects children to work hard and achieve their best. • The school is helping children to become mature and responsible. • The school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • The amount of work to do at home. (<i>Some wished for more and a broadly similar number for less</i>). • The leadership and management of the school.

The inspectors agree with the positive views formed by parents, but found that the provision for homework was generally good and that the school is led well. No other issues were raised by parents, either at the meeting for parents or in writing.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the last inspection in 1998, test results for pupils at the end of Year 2 and Year 6 were well below average. Following that inspection standards fell further during a time of disruption caused by staff changes. In the last two years staffing has stabilised with the appointment of the new headteacher and the school has worked to improve standards. In the latest tests, they are similar to those of the previous inspection; they are well below average in all subjects tested at the end of both Year 2 and Year 6 in comparison with schools nationally.
2. In comparison with the results of similar schools, the tests for the end of Year 2 in 2002 show that, while standards in mathematics are well below average, those in reading and writing are higher, but still below average. At Year 6, in comparison with similar schools, the results in English and science are below average, and they are well below average in mathematics. The comparisons do not, however, take into account the large proportion of pupils in the small year groups with special educational needs, the low standards on entry or the relatively high number of pupils absent from school. In addition, nearly a third of the pupils taking the tests in the Year 6 group were new arrivals to the school during Years 3 to 6 and a number of those pupils also have special educational needs. All of which had a considerable adverse effect on the Year 6 results.
3. The numbers taking the tests in any one year are small and no one year can be judged in isolation, but last year's results show an improving trend on the previous year for both Years 2 and 6, when the numbers of pupils with special educational needs in each year group are taken into account. In recent years the relative performance of boys and girls has differed considerably from year to year. The school's records show that this is due to the make-up of individual year groups in the context of small overall numbers.
4. From the evidence of work of the current pupils, attainment in English and mathematics is well below average at the end of both Year 2 and Year 6. Attainment in science is well below average for Year 2 and below average for Year 6. Written evidence is limited for other subjects, partly because pupils tend to write at a very slow pace. In the lessons seen in other subjects, attainment is generally below or well below average.
5. Pupils enter the school with very low standards of attainment, particularly in skills of communication, language and literacy. During their time in the Foundation Stage, in response to the teaching provided, they make very good progress in most lessons in the Nursery and satisfactory progress in lessons in the Reception Year. The children are very well supported by the learning support assistants, both in the Foundation Stage and in Years 1 and 2, which contributes significantly to their progress in lessons. Often, however, they are unable to retain the gains made from lesson to lesson, particularly in the early years, so that progress over time is constrained. Consequently, pupils enter Year 1 with improved language skills, but standards in the other areas of learning are still very low. Sound progress in all subjects is made during Years 1 and 2, leading to satisfactory achievement by the end of Year 2. In Years 3 to 6, in response to the good teaching at this stage, progress improves and achievement is good by the end of Year 6 in English, mathematics and science in comparison with standards on entry.
6. Pupils enter Year 1 with well below average attainment in spoken English. All adults in the school work hard to improve language skills. They engage pupils in dialogue at every opportunity and seek to extend pupils' vocabulary and expressive skills. Overall, pupils' achievement in speaking and listening is satisfactory in Years 1 and 2 and good in Years 3 to 6, where teaching is good and increased maturity enables pupils to retain and consolidate better the progress made in each lesson. By the time they are in Year 6, pupils' speaking and listening skills are broadly below national expectations.

7. Overall, the achievement of pupils in reading is satisfactory in Years 1 and 2, although the standard in reading is well below average in the current Year 2. Pupils achieve well in reading in Years 3 to 6, where standards overall have improved to below average. By the end of Year 6, higher-attaining pupils read fluently and accurately with expression and understanding and reach a secure standard for their age.
8. In writing, pupils make satisfactory progress in Years 1 and 2, and good progress over Years 3 to 6, so that, although standards are still well below average by the end of Year 6, this represents good achievement for pupils in relation to their very low prior attainment. In Years 1 to 2 pupils mainly produce short pieces, or a sequence of sentences. Basic skills are established for most by Year 6. Where possible pupils in the upper part of the school write for a variety of purposes such as note taking, story telling, description, poetry and scriptwriting, but often in practice this comes out in a similar reporting style. There is good evidence of redrafting in Years 5 and 6. Handwriting skills, grammar and spelling are generally weak for many pupils and the pace of writing is often very slow.
9. Standards in mathematics are well below average by the end of Year 2 and Year 6. However, most pupils achieve well by the time they leave school. Years 1 and 2 pupils work to develop their numeracy skills through regular practice, but by Year 2 only higher attaining pupils can identify number bonds to ten. By the end of Year 6 most pupils use simplified methods to solve multiplication problems, and higher attaining pupils used both simplified and standard methods to find the answers to written problems. The strong focus on numeracy has meant that wider experience and development of mathematical skills are constrained. Pupils use their number skills well across the curriculum, but because their skills are relatively low, most of the work is at a basic level.
10. In science, standards are well below average by the end of Year 2 and still just below average by the end of Year 6. Pupils in Year 2 know about some physical changes associated with growth in humans and plants, and they investigate the properties of material. By Year 6, some pupils are clear about the necessity for fair testing in their investigation. Most carry out investigations connected with the verification and relevance of data connected to air and combustion. While most pupils can identify the different parts of a plant, only a few can describe the uses of those parts.
11. Pupils' attainment in information and communication technology by Year 6 is well below average and achievement is unsatisfactory. While most pupils use the computers to word process and for basic data entry, other aspects of the subject are not so well covered and standards are lower.
12. For most pupils the pace of writing is very slow, so that the amount of work produced is limited. Consequently, it was not possible to see enough examples of pupils' work to make an overall judgement on standards in most other subjects. In the lessons seen, standards were generally well below expectations at all levels. In lessons seen in physical education and religious education, however, in response to some very good teaching pupils achieved average standards. In physical education pupils were able to analyse their actions and refine and improve their turning movements. In religious education they knew about significant events in the life of Jesus and in older classes they showed appropriate knowledge and understanding of world faiths. In art and design there were sufficient examples of pupils' work on display to indicate that, while a sound progression of skills is evident as pupils move through the school, standards are below expectations at the end of Year 2 and Year 6.
13. Literacy and numeracy skills are developed well in literacy and numeracy lessons. Because skills are limited for many pupils at every stage and pupils lack fluency in their reading, writing and number skills, the use of literacy and numeracy to support learning in other subjects is limited. Even so, literacy and numeracy skills are improving and there are examples of good practice. The use of information and communication technology in other subjects is inconsistent; it is good English, mathematics and history, but limited in other subjects.
14. Pupils with special educational needs achieve well overall. In response to the quality of teaching, they make very good progress in the Nursery, good progress in Years 3 to 6, and satisfactory

progress in the Reception Year and in Years 1 and 2. In literacy and numeracy achievement is good due to support given by learning support assistants and the organisation of curriculum content. Lessons in other subjects sometimes contain inappropriate work, which is not matched to the needs of the lower attaining pupils and requires a high level of adult input. Where this is unavailable pupils struggle with the writing and reading content.

Pupils' attitudes, values and personal development

15. Since the arrival of the present headteacher, the school has worked hard and effectively to establish good attitudes and behaviour among its pupils of all ages, and to foster their personal development. As a result standards in these areas are good and this is an improvement since the last inspection. Pupils are keen to attend school and most enjoy learning. They enjoy participating in the good range of extra-curricular activities on offer and take pride in their successes. Pupils want to do well because they know their efforts will be valued. This was clearly evident in a very good history lesson in Years 3 and 4, when pupils were positively bursting to impart information about their recent visit to a local museum. Pupils usually listen carefully to the teacher, although sometimes their emotional and behavioural problems make it difficult for them to concentrate. Teachers give frequent opportunities for pupils to respond by asking thought provoking questions. Even so, some pupils' low command of language makes it difficult for them to raise questions for themselves and they become frustrated when trying to explain their opinions. For example, Year 5 pupils struggled to find the correct mathematical vocabulary to describe how to find the area of a rectangle, despite very good teaching. Very good provision in the Nursery class means that children joyfully participate in the many and varied activities provided.
16. Pupils are thoughtful, caring and polite, and because they are taught to formulate and observe rules, their behaviour in class and around school is good. There have been no recorded instances of bullying and no pupils have been excluded during the past year. A significant number of pupils have emotional and behavioural difficulties. This is managed well by teachers, because they work hard to establish a calm atmosphere conducive to good learning. Lapses do occur, however, in a minority of lessons when the school's behaviour policy is not consistently applied, or when planned activities do not suit the needs of the pupils. The majority of parents agree that pupils behave well in school. All staff make a good contribution to improving pupils' behaviour as was evident when a lunchtime supervisor gave pupils a quiet time to resolve their differences amicably. Parents and pupils sign 'positive behaviour' agreements.
17. Relationships between pupils, and between pupils and staff, are good. Pupils work and play together harmoniously and a 'the worry box' allows pupils to raise concerns and express opinions on what the school could do to improve. These suggestions are then taken to school council meetings. This makes pupils feel that they are making a valuable contribution to the life and work of the school. Pupils work well together in pairs and small groups and are willing to listen to others' points of view and act upon them. As an example, Year 5 pupils debated the merits or otherwise of vivisection. Pupils in Years 1 and 2 took turns fairly and waited patiently for their turn during a dice game because the teacher explained the rules clearly.
18. Pupils respond very well to the good provision for their spiritual, moral, social and cultural development. They are often mature in their response in lessons when they are asked to reflect on abstract, underlying issues to the matters under discussion and they have good opportunities to develop their personal skills. Teachers work hard to develop pupils' confidence to take responsibility and to use initiative. For example, membership of the school council involves making important decisions. Pupils happily fulfill jobs around school, such as distributing playground equipment and maintaining the school garden. Pupils in Years 5 and 6 take on extra responsibilities, such as the answering of the telephone or manning the reception desk. Residential visits enable pupils to practise their social and independence skills in a different setting. Pupils are tolerant of others' mistakes and celebrate each other's successes. This was clearly evident when a lower attaining pupil in a Year 6 class took great pride in receiving praise when she succeeded in solving a multiplication problem. Parents support inspectors' views that the school helps pupils to become mature and responsible. More opportunities now need to be provided for pupils to take responsibility and use their initiative in lessons.

19. Pupils with special educational needs are fully included in the life of the school. Their peers often respect their views. Pupils' attitudes and behaviour to learning are good. They are keen to attend and work hard once there. They display very positive attitudes towards their work and the staff. They are friendly towards visitors and readily willing to share their learning and successes with others. They are proud of the progress they make and value the involvement in the wider community of the school.
20. Attendance is unsatisfactory, which is not as good as reported at the previous inspection. Attendance rates were low compared to other schools both in the school year ended 2002 and for the last half term. A reason for this is that parents take their children out of school for term time holidays. There are a number of pupils who are regularly late for school and this is disruptive for them as they can miss important aspects of their literacy and numeracy lessons. Non-attendance and lateness adversely affect the learning of the pupils concerned.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of teaching is good overall; it is good in the Foundation Stage and for pupils in Years 3 to 6, and satisfactory for those in Years 1 and 2. In just half of the lessons seen during the inspection the teaching was good or better, mostly in English, mathematics and science. It was very good, and occasionally excellent, in a quarter of lessons. There were very few unsatisfactory lessons. This is an improvement on the last inspection when there were fewer very good lessons. Pupils' learning is also good; they make good progress in most lessons and they achieve well over their time in school. Even so, pupils do not sufficiently share the responsibility for their own learning in most lessons. Consequently, they tend to rely too much on their teachers and do not develop enough independence in their learning, so that opportunities for them to follow their own initiatives and extend points of interest are missed.
22. The school has worked hard to improve its provision in the core subjects of English, mathematics and science and standards of teaching are generally higher in those subjects. Opportunities to see lessons in other subjects were limited. In the lessons seen in art, history, information and communication technology, music, physical education and religious education the teaching was satisfactory overall, but there was some unsatisfactory teaching seen in music and religious education, and some very good teaching in history. Literacy and numeracy skills are taught well in English and mathematics lessons, but less successfully in other subjects, largely because pupils' skills are underdeveloped and some work at a slow pace. The use of information and communication technology in other subjects is also limited. It is good in English, mathematics and history, but there is little evidence of its effective use elsewhere.
23. In very good and excellent lessons, teachers have very good knowledge and understanding of the subject matter and of the way in which pupils learn in the subjects. The teachers plan lessons with clear learning aims that focus precisely on the different needs of all pupils in the class. Teachers ask ever more searching questions to extend pupils' thinking and understanding, which brings a rigour to the learning and to which pupils readily respond. In these very good lessons teachers break down tasks into manageable sections so that the high proportion of lower attainers, many of whom have a limited attention span, can apply themselves successfully to each task and feel the reward of achieving success. In a very good English lesson for Year 5 pupils, for example, they were extending their writing skills and focusing on myths and legends. The story used as an exemplar was carefully dissected to help pupils investigate and understand how language was used to build dramatic effect.
24. In good lessons teachers use assessment from previous work well in their planning, and tasks match pupils' needs. Aims are clear so that pupils know what is expected of them, they rise to the challenges and acquire skills and understanding well. A good variety of strategies are used, which match the content of the lessons and support learning well. For example, in a good lesson on story writing with the Year 3 and 4 class, the main points of a traditional story were carefully identified to provide pupils with a framework for writing their own story. Each section was clearly understood by all pupils before the teacher moved on.

25. In all lessons, relationships are very good and teachers have high expectations of the pupils' behaviour. Staff are caring and considerate of their pupils and value their contributions, so that pupils feel confident in their learning. The quality of the homework, in terms of extending the pupils' learning and improving their progress, is mostly good, as is the quality of marking.
26. In those lessons that are less than good, but still satisfactory, planning for progress is less successful. For the most part this is because teachers focus more in their planning on the content of the lesson rather than the intended learning outcomes. In Years 1 and 2 very good use is made of a large number of very able learning support assistants, who cover most, if not all, of the work in lessons by working with small groups of pupils with similar levels of attainment. The work is successful, but frequently lacks the direct input of the teacher to recognise opportunities to challenge and extend pupils' learning. Too often teachers stay with their own group and do not monitor pupils' learning in the other groups. On a very few occasions teachers' lack of subject knowledge, or in the case of music, sufficient skills, leads to unsatisfactory teaching.
27. At present there are no pupils for whom English is an additional language in the school, but there have been a few over the years. The school has appropriate structures in place should such a need arise in the future.
28. In most lessons the teaching of pupils with special educational needs is good, particularly in Years 3 to 6, where teachers use prior assessments well to match tasks to pupils' needs. Individual education plans are not sufficiently detailed so teachers tend to work to the needs that they have identified, and for the most part this works well. Grouping of pupils with special needs in literacy and numeracy lessons is effective especially when an adult supports less able pupils. There is some very good work being undertaken by teaching assistants but this is not always monitored closely enough.

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

29. The school provides a satisfactory curriculum, which meets all statutory requirements and follows the guidelines for religious education in the locally agreed syllabus. The curriculum provided is broad, relevant and generally well balanced. This is an improvement since the previous inspection. Most previous criticisms have been successfully addressed. Scrutiny of teachers' planning indicates that, over time, full National Curriculum coverage is obtained. There are sound up-to-date policies and schemes of work for subjects, except for design and technology where the new policy is not yet established. The school makes good use of schemes of work from both the local education authority and national guidance. In English and mathematics, planning overall is good, and has improved since the previous inspection.
30. The curriculum for children in the Foundation Stage is good. It is based on the nationally defined areas of learning for children of this age. Teachers plan carefully in accordance with the early learning goals and provide good opportunities for both child-initiated and adult-led activities. There are good opportunities for purposeful play, whole class and group work. Teachers share plans effectively with support staff and parent helpers, who make a positive contribution to the curriculum. Children transfer easily from the Nursery to Reception class because the curriculum is planned to build on what they already know.
31. Equality of opportunity in the curriculum is good. The school gives very good attention to ensuring that the curriculum is accessible to all pupils regardless of their gender, race, background or ability. The school is committed to inclusion for all. There is an expectation that all pupils should have full access to all activities. This was well illustrated during a physical education where a pupil with complex special educational needs took a full part in the lesson, very well supported by a learning assistant. Disabilities are treated with respect by both staff and pupils. The curriculum is sufficiently flexible to enable all pupils to make good progress and take a full part in all the school has to offer through provision of additional literacy teaching. There is a high number of support

staff, who provide effective support to individuals and small groups and this has a positive effect on standards.

32. The school makes good provision to extend its curriculum by offering pupils opportunities to take part in a good range of extra-curricular activities. At different times of the year pupils are able to become involved in activities such as art, football, netball, tag rugby, cricket, gymnastics, caving, kayaking, abseiling, gardening, the choir and recorder groups. Good links are established with the community. A local policeman frequently visits the school as part of his community duties and takes the cycling club. Good use is made of the local amenities. For example, pupils visit places of interest, such as museums and art galleries, to extend their horizons or to use as a starting point for a series of lessons. In addition, residential visits extend pupils' experiences and provide useful opportunities for social development.
33. Provision for personal and health education is good, and for social education it is very good. The well-written policy provides a clear framework and the school has recently introduced a scheme of work, which teachers are beginning to incorporate into planning. Topics such as the awareness of drugs abuse and sex education are covered well. The school provides pupils with frequent opportunities to take responsibility. For example, pupils take turns as members of the school council and, in caring for their environment, maintain the school garden. Opportunities for pupils to take responsibility, and to use their initiative in lessons, are less well developed.
34. The provision for pupils' spiritual, moral, social and cultural education is good overall: it is very good for spiritual, moral and social development and satisfactory for cultural education. This is an improvement on the previous inspection. The style of teaching seen in many lessons makes an important contribution to pupils' spiritual development, because they are encouraged to consider and to reflect on matters that are not immediately apparent and have deeper significance. For example, the teacher in the Reception class made very good use of some birds eating outside the window to reflect on the life of birds and animals. In assemblies pupils are also encouraged to reflect on non-material aspects of life and to develop spiritual awareness. The assemblies include an act of collective worship and often raise moral or social issues for pupils to consider.
35. The provision for moral and social development is closely linked to the well-planned personal, social and health education programme. In this, and frequently on other occasions, staff work to develop pupils' awareness of right and wrong, and encourage pupils from an early age to be good listeners and to value each other's contributions. Teachers and other staff are good role models in highlighting the importance of good relationships in an inclusive, secure and well-ordered community. Pupils' contributions to lessons are always valued and opportunities taken to build self-esteem.
36. Pupils are given opportunities to develop a good sense of personal responsibility and initiative in a variety of ways. Pupils' views are sought and considered carefully through, for example, the school council. Particular achievements are regularly celebrated and, through positive reinforcement of good behaviour, the school focuses on developing a sense of worth in all its pupils. This is a very effective and important factor in fostering pupils' enthusiasm for the school. A significant number of pupils enter school with emotional and behavioural difficulties but, because provision for social development is very good, pupils soon learn to co-operate and share and learn rapidly to live together in peace and harmony. Pupils' interpersonal skills are further developed when they participate in residential visits and fund-raising activities such as the 'Swim a Mile Raise a Smile' campaign.
37. Provision for cultural development is satisfactory. Pupils learn about and are encouraged to celebrate their own cultures. The school works very well to use the local resources, such as museums and libraries. Provision is made for raising pupils' awareness of world cultures and they are prepared for life in a multi-cultural society, but there is room for further development to combat the relative isolation of the school's rural situation. Even so, in art and design and in music pupils learn about the cultures and life styles of people across the world. In religious education they learn about the different beliefs and attitudes to be seen in other religions such as Islam and Judaism.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Monitoring of pupils' academic performance and personal development is satisfactory. The school has only just begun to monitor progress and procedures systematically and these are not yet firmly embedded.
39. The school takes very good steps to ensure pupils' welfare, health and safety. The headteacher and a governor undertake risk assessment and health and safety checks; these are reported to the governors' building committee and appropriately acted upon to ensure that pupils and staff work in a safe environment. Pupils are well supervised at break and lunchtimes and lunchtime supervisors have received training to play games with the pupils that help to ensure harmony when they are not in lessons. The school has very good arrangements in place for child protection issues. The headteacher is the named person and has received suitable training.
40. There are good procedures in place to monitor and promote good behaviour and eliminate oppressive behaviour. The consistency with which staff apply rewards and sanctions is a major contributor to the good behaviour in the school. All staff manage the pupils in a consistent manner so they know how they are expected to behave and there is no confusion when taught by different teachers. The good procedures for monitoring behaviour are contributing effectively to pupils' good attitudes to learning.
41. Procedures for monitoring and supporting pupils' personal development are effective. Through the school council, personal, social and health education provision, acknowledgement of success during assemblies and the work of the pastoral care team, pupils are developing confidence and maturing as they move through the school. There are high numbers of pupils entering the school throughout the year, but the very good system of care and welfare ensures that they settle quickly and happily into school routines. All of these good procedures are contributing positively to pupils' good attitudes to learning.
42. Although the rate of attendance is unsatisfactory the school has good procedures in place to monitor and improve it. The school analyses reasons for absence and together with the education welfare officer works closely with families to help them to get their children to school regularly and on time. The good procedures to monitor attendance have not yet had an impact on raising the rate of attendance but they are ensuring that parents and carers are made aware of their legal obligations.
43. Procedures for assessing pupils' attainment are satisfactory although the information is not always used as fully as it could be. Good procedures are in place in English and in mathematics sound procedures are established. However, assessment in other subjects is informal, and in science the arrangements are inconsistent. Progress books for tracking achievement in English provide good information for teachers to plan from. In the previous inspection, assessment was described as 'meeting requirements', but information, monitoring and evaluation were not used sufficiently to inform teachers when planning programmes of study or setting targets for improvement. Although information collected has improved, systems to use the information effectively have yet to be fully established. Overall, the use of information gained from the testing and recording is satisfactory. Predicted National Curriculum levels are now used for pupils in Year 6 in English, mathematics and science. The school keeps detailed records regarding screening tests in English and mathematics and baseline information is collected for pupils entering the school. Standardised assessment tests and optional national assessments are administered and results recorded. Extensive analysis is carried out on the available data and some information informs the setting of groups in English and mathematics, but currently little use is made of these to predict future learning needs. The school has already recognised this as an area for improvement.
44. Teachers keep detailed planning files with large quantities of information about subject coverage and pupils' levels of attainment. This information is used for writing reports to parents. Numerical targets for individual pupil progress have been established in English and mathematics. The school has plans to produce specific learning targets, based on National Curriculum standards, for all aspects of English and mathematics and make them available to pupils and their parents. This

should enable teachers to provide specific tuition for individuals or groups, enable pupils to know what they have to do to improve and help parents in their understanding of their child's progress. Some teachers use lesson evaluations to good effect to inform their next stages of planning, but this is not consistent practice across the school. There is a good assessment policy but it is not consistently operated.

45. All pupils who have special educational needs have individual education plans, which are reviewed half yearly. The quality of these individual education plans is very variable. Some are unsigned and undated, and a variety of different handwriting adds to the unsatisfactory presentation. The quality of targets in these plans is variable and also does not provide a way of tracking progress. The targets set are not always appropriate to the needs of individual pupils and some are not sufficiently specific or concise. Some targets are repeated and are not written using vocabulary that is easily accessible for pupils or parents. Pupils often do not know their targets or get copies and are not involved in setting them. All statutory requirements for special educational needs pupils are completed. Annual reviews are carried out and involve parents appropriately. The identification of pupils with special educational needs is good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Although there was a very low turnout for the parents' meeting and a low response to the pre-inspection questionnaire those parents who responded expressed positive views of the school. Parents are comfortable about approaching the school with questions or problems. The majority of parents feel that the school keeps them well informed about how their children are getting on. The inspection team agrees with them. Reports give parents good information about the progress their children are making in English, mathematics and science, targets for improvement that are set and the level at which their children are working in comparison with national averages. Parents and carers are invited to termly parent/teacher consultations, but they do not always take up this opportunity to meet their child's teacher. Induction procedures for children into the Nursery are good and help families to feel comfortable and welcome in school. The pastoral care team provide good support for families through the parent partnership where visiting speakers talk to parents on issues they are concerned about. The team make home visits and a family notice board has been set up. Parents are invited to family lunches and to help in classrooms, for which the school provides useful guidance notes. Other information for parents is also good. They receive letters from teachers telling them what their children will be studying and regular newsletters keep families up to date with the life of the school
47. Parents are informed each time targets on individual education plans are reviewed. They are either sent copies or receive them when they attend meetings held in school. However, a sample of individual education plans inspected indicates that few parents respond to copies sent home. There are good links with local authority support services and these are used appropriately by the school when pupils' individual needs cannot be fully supported.
48. The parent teacher friends' association is a small group of parents who support the school through fund-raising and social activities. The association has provided funding towards swimming lessons and organises discos for the pupils, a summer fete and Christmas bazaar with a working party of parents who make things to sell. In response to the pre-inspection questionnaire, 25 per cent of the parents said that their children do not get the right amount of work to do at home. The inspection team judges homework to be appropriate and well organised although some parents do not give regular support to their children's reading at home. The home/school agreement is written so that parents, carers and children know what is expected of them and what they can expect from the school. There is a weakness, however, in that families do not always ensure that their children attend school or are punctual at the start of the day. The previous report judged that the involvement of parents contributed positively to the quality of education provided. This inspection finds that the school provides many opportunities for parents and carers to be involved in their children's education but the take-up is low; consequently parental involvement is unsatisfactory and is not effectively impacting on standards of learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school by the headteacher and key staff are good, which is similar to the findings of the last inspection under the previous headteacher. Since her arrival the present headteacher, the assistant headteacher and staff have worked hard to re-establish stability in the school and to raise standards, particularly in English and mathematics. Attainment is improving, although still well below national expectations. From the evidence of this inspection, however, the majority of pupils achieve well in relation to their prior attainment by the end of Year 6. It is to the credit of her staff that they have a very strong commitment towards raising the quality of the school's provision and that they have worked with their headteacher to improve all aspects of the school. Strategies are in place to improve standards further. For example, good assessment procedures and the use of test data to set targets for pupils in English have helped to establish the good achievement of pupils.
50. The headteacher provides a strong and clear educational direction for the school. The immediate priority for the past two years has been to raise standards in the core subjects of English and mathematics, and this is being achieved. The monitoring and evaluation of the school's performance in these subjects are good and have led to effective action for improvement. For example, pupils' assessments in English and mathematics are analysed in detail to show particular areas for improvement and action taken, either by the class teachers or by management when appropriate, to focus on and strengthen those areas. Overall, the school's strategies for performance management have made an effective contribution to school improvement and the raising of the quality of teaching. The monitoring and evaluation of the school's work in other subjects is now to be developed.
51. At present the school is exceeding its stated aims. On her arrival the headteacher rightly recognised the need to raise standards and all of the staff work to this end as a high priority. In addition, all of the adults of the school spend considerable time dealing with the many, and sometimes severe, social and personal problems of their pupils. This is a very caring school. The school aims, however, focus on the caring aspects of the school, but do not refer to standards or, for example, to helping pupils to achieve their potential, even though this is what the school does. There is a need to revise the school's aims.
52. The headteacher and staff create a very positive and inclusive ethos where pupils come to school to enjoy learning. All staff, under the strong leadership of the headteacher, take care to value all pupils and to ensure that every opportunity is taken to include them all in the full life of the school. Pupils are valued and they in turn value each other, so that the school is a strongly inclusive society. While there are no pupils from minority ethnic backgrounds in the school at present, the inclusive nature and policies of the school would naturally provide respect and welcome to such pupils should they arrive.
53. The governing body is very supportive of the school and governors understand its strengths and weaknesses. The governors are mindful of their responsibilities and fulfil their statutory duties well. They regularly review the school's performance and work closely with the headteacher and staff to improve the provision the school makes and the standards it achieves. This is an improvement since the last inspection. A number of governors regularly visit the school to work with pupils.
54. The staff work to a strong sense of teamwork and relationships are good. The senior team, consisting of the headteacher and the assistant headteacher, monitors teaching and pupils' work, mostly in English, mathematics and science. The monitoring, evaluation and development of teaching is good, but there is room to develop teaching further by improving the monitoring and consistency of good teaching across the curriculum.
55. Subject leadership of English and mathematics is good, but leadership of other subjects is of variable quality. The leadership of science is unsatisfactory. Because the school's priorities have been on these areas, opportunities for the co-ordinators of other subjects to take initiatives have been constrained. Little monitoring of teachers' or pupils' work in the subjects has taken place and assessment generally awaits development. Even so, teachers plan to schemes of work set out in

all subjects by the subject co-ordinators. The senior management is aware of the need to develop further the role of subject co-ordinators as the school moves on to improve the provision for subjects across the curriculum.

56. Development planning has been in abeyance while the school has been under the close support of the local authority. The governors have recently accepted a brief interim plan, which appropriately identifies the main areas for improvement and sets out strategies for its implementation. Overall this brief plan is of good quality. The school development plan covers the necessary areas well, appropriate priorities are planned and costed, and success criteria are identified. The plan identifies the needs for professional training and development, and effective provision is made.
57. The school seeks successfully to set the best value when purchasing goods and services. Financial management is good and resources are used well to support development. All monies provided for specific purposes, such as those provided for pupils with special educational needs, are used well. The governors have planned a larger than usual carry forward of funds for the current financial year. This is an entirely appropriate decision to cover anticipated increases in staffing costs, due to expected changes in staff and the need to provide cover.
58. Leadership and management of special educational needs provision is good overall and the pupils make good progress. There are, however, a number of weaknesses. Although roles and responsibilities are clearly defined in the schools' special educational needs policy, there remains confusion over exactly who does what. It is unclear who monitors the teachers, the individual education plans or the teaching assistants who deliver the individual or small group tuition. There is a specialist special educational needs teacher working with individual pupils regularly each week. It is this person who reportedly oversees the individual education plans, works with teachers to set targets, links with parents and attends meetings, but she is not the identified person responsible for special needs in the school. There is a need to clarify this situation so that monitoring of special educational needs provision can be improved. The monitoring of individual education plans and their effective use in teachers' planning is currently unsatisfactory.
59. The governing body is fully involved with issues regarding special educational needs and fulfils all its statutory duties. External support is sought where appropriate when school resources cannot meet individuals' needs. All staff are very aware of pupils with special educational needs and understand the system for identifying pupils' difficulties. Teaching assistants provide a valuable and valued resource in helping special educational needs pupils to achieve.
60. Staffing levels are good. The school is able to recruit sufficient staff and there are enough teachers to meet the needs of the school. The number of support staff is above average, they provide support of high quality and contribute significantly to the good achievement of lower attainers and pupils with special educational needs. Teachers are well matched, through their qualifications and experience, to meet the demands of the curriculum. Provision for staff development, through the monitoring and training of both teachers and support staff, is effective, and the school has established the process of performance management well. Good arrangements are in place for the induction of newly qualified teachers and for teachers new to the school.
61. The school provides satisfactory accommodation. Classrooms are of adequate size but the school has few spaces in which small groups of pupils can work. The library is not large enough for pupils to extend their independent research skills. The Nursery, which is a recent addition, has an attractive building and a very good outdoor play area for the youngest children. The hall is a good size for physical education and to promote pupils' personal development through the opportunity to eat together at lunchtimes. The caretaker and cleaners keep the school clean and well maintained. Displays are colourful and celebrate the work of pupils. The playground and large field provide very good outdoor accommodation with good space for physical education lessons and for pupils to play at break and lunchtimes. The pupils' respect for the accommodation is reflected in their enthusiasm for school.
62. Resources are satisfactory overall. A recent priority has been to provide an appropriate number of computers and this has been achieved. The distribution of the computers around the school

means, however, that access to them is still limited and infrequent. Reading materials for both individuals and groups to support the school's literacy strategy have been recently improved. Resources across the school are mostly well organised and accessible; they are used well to support learning.

63. The day-to-day administration of the school is good and good use is made of technology and management information systems. The administrative staff meet the bureaucratic demands well and they make an effective contribution to the smooth running of the school. Over their time at the school, pupils of all levels of attainment achieve well. The quality of teaching is good and pupils make good progress in most lessons. The school is working in very difficult social conditions and overall, provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. To continue to raise the standards of work and improve further the good quality of education provided in many aspects of the school, the headteacher, staff and governors should:

- (1) Seek to improve the quality of teaching and learning so that it is consistently good in all subjects and in all years by:
 - Improving the role of subject co-ordinators so that all subjects are led effectively.
(This weakness is mainly discussed in paragraph 55)
 - Monitoring the teaching in all subjects rigorously to identify areas for improvement.
(This weakness is mainly discussed in paragraph 55)
 - Ensuring that teachers regularly monitor the learning of pupils when they are working with the learning support assistants.
(This weakness is mainly discussed in paragraph 26)
 - Introducing and developing strategies to help pupils become more responsible for their own learning.
(This weakness is mainly discussed in paragraph 21)
- (2) Improve the use of information and communication technology across the curriculum by planning opportunities for pupils to develop their skills in all subjects.
(This weakness is mainly discussed in paragraphs 13, 22 and 119)
- (3) Improve the quality of, the use of and the procedures for setting up individual education plans by clearly defining the roles and responsibilities of staff with specific involvement with special educational needs, and ensuring that all teachers use the individual education plans for pupils with special educational needs, so that they become a more powerful tool in focusing the learning of pupils with special educational needs.
(This weakness is mainly discussed in paragraphs 45 and 58)
- (4) Seek to further improve attendance, particularly the attendance of those pupils who are regular absentees.
(This weakness is mainly discussed in paragraph 42)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan:

REVISE THE AIMS OF THE SCHOOL SO THAT THEY PROPERLY REFLECT THE SCHOOL'S WORK TO RAISE STANDARDS AND PUPILS' ACHIEVEMENTS

(This weakness is mainly discussed in paragraph 51)

(AREAS (1), (2) AND (4) ABOVE ARE RECOGNISED BY THE SCHOOL AS REQUIRING IMPROVEMENT)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	7	15	2	0	0
Percentage	3	23	20	43	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost three percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	113
Number of full-time pupils known to be eligible for free school meals	49	

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	3
Number of pupils on the school's special educational needs register	12	52

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	6.0

Unauthorised absence

	%
School data	0.5

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	8	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	13	11
Percentage of pupils at NC level 2 or above	School	67 (67)	72 (75)	61 (75)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	11	13
Percentage of pupils at NC level 2 or above	School	67 (67)	61 (75)	72 (83)
	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	4	13	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	11
	Total	-	-	15
Percentage of pupils at NC level 4 or above	School	47 (38)	59 (46)	88 (85)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	11
	Total	-	11	15
Percentage of pupils at NC level 4 or above	School	47 (na)	65 (na)	88 (na)
	National	73 (72)	74 (74)	82 (82)

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

(NUMBERS ARE NOT GIVEN WHERE THERE WERE TEN OR FEWER BOYS OR GIRLS IN THE YEAR GROUP)

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	134	0	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	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	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	0	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)	5.7
Number of pupils per qualified teacher	18:1
Average class size	30.5

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	229.5

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28:1
Total number of education support staff	2
Total aggregate hours worked per week	10

Financial information

Financial year	2001 - 2002
	£
Total income	342161
Total expenditure	330901
Expenditure per pupil	2469
Balance brought forward from previous year	14712
Balance carried forward to next year	25971

Number of pupils per FTE adult	9:1
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.3
Number of teachers appointed to the school during the last two years	3.7

Total number of vacant teaching posts (FTE)	0.5
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
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	147
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	-	-	-
My child is making good progress in school.	51	49	-	-	-
Behaviour in the school is good.	30	60	11	-	-
My child gets the right amount of work to do at home.	25	45	20	5	5
The teaching is good.	72	28		-	-
I am kept well informed about how my child is getting on.	64	30	6	-	-
I would feel comfortable about approaching the school with questions or a problem.	72	26	2	-	-
The school expects my child to work hard and achieve his or her best.	57	39	2	-	2
The school works closely with parents.	49	40	9	-	2
The school is well led and managed.	43	43	15	-	-
The school is helping my child become mature and responsible.	48	50	2	-	-
The school provides an interesting range of activities outside lessons.	64	30	5	-	2

Summary of parents' and carers' responses

Overall, parents were strongly positive in their responses. Some parents expressed concern about the amount of homework and some did not agree that the school is led and managed well, but the inspectors judged that homework is used well to promote learning and that the school is led well.

Other issues raised by parents

No other issues were raised.

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

65. Provision for children in the Foundation Stage is good and, overall, children's achievement is good: it is very good in the Nursery and sound in the Reception class. This represents an improvement since the last inspection. Children enter the Nursery with exceptionally low levels of attainment in all areas of the curriculum, but especially in communication, language and literacy. Nevertheless, because of the very good and occasionally excellent teaching they receive, children in the Nursery make very good progress in most lessons. However, the majority rarely recall the gains that they have made from lesson to lesson, particularly in language development, so that their progress over time is constrained. The quality of teaching and learning in the Reception class is satisfactory. The curriculum is of good quality and is well planned, with full regard to the recommended areas of learning and early learning goals. Activities in the Nursery are organised well so that Nursery nurses and other helpers know what to set out, and what to do. In the Reception / Year 1 class, the teacher appropriately combines elements of the National Curriculum with the early learning activities.
66. Analysis of baseline assessment over the past three years shows that many children enter the Reception class with very low levels of attainment. By the time they enter Year 1, attainment is still very low in all areas of learning, except their physical development where it is higher but still below average. Even so, pupils across the ability range, including the higher attainers, and those with special educational needs, make good progress, but improvement is hard won because very low skills of communication, language and literacy are a constraint for many. In the Nursery, each small step of progress is very carefully assessed and teachers know exactly what children need to do next. The records are not sufficiently detailed in the Reception class, however, and there is insufficient written evidence to show the progress that children are making towards achieving the early learning goals. Despite this, classroom activities are clearly structured with regular routines that help the children to feel confident and secure. Teachers are supported by Nursery nurses of very good quality, and other able classroom support assistants and parents work well together. Since the last inspection, the quality of teaching and learning has improved and resources are of better quality. The Nursery is now housed in a purpose built classroom and much effort has been made to provide children in the Foundation Stage with a rich learning environment both inside and out.
67. At the time of the inspection there were 26 children attending the Nursery on a part time basis and another 8 children who attended full time. Children enter the Reception class on a full time basis at the beginning of the year in which they reach five years of age. Currently there are seven children at the Foundation Stage of learning in the mixed Reception / Year 1 class. There are now more examples of good and very good teaching. Attainment on entry is now lower than in 1998, as is the levels of attainment at the end of the Reception Year, but overall pupils make good progress. The accommodation for the Nursery is markedly improved with a new suite that is part of the main school building.

Personal, social and emotional development

68. A high proportion of the children entering the Nursery have emotional and behavioural difficulties. These, together with their extremely low command of language, sometimes make it difficult for them to play co-operatively with others. Because teaching is good in this area of learning children achieve well, but, despite good and often very good progress, very few children will have reached the early learning goals by the time they enter Year 1. Nevertheless staff work hard to ensure that all children are fully integrated into the many and varied activities. As an example, the Nursery teacher used sign language very effectively during an excellent sand and water activity. As a result, a child with special educational needs participated with excitement and thorough enjoyment. In learning to become independent, children in the Reception class 'mark' their own register as they arrive by ticking or writing their names on a class list. Teachers insist that children

tidy up after themselves, thus developing their social conscience. Teachers and other staff use praise well and this encourages children to do better. Nevertheless, children's concentration span is very short and despite teachers' best efforts, children do not always remain focused on the task in hand. Because Nursery teachers are very good role models children usually behave well, although their emotional problems do sometimes have a detrimental effect on their behaviour.

69. Although children in the Reception class behave well, the class contains a significant number of Year 1 pupils who have behavioural difficulties, which can disrupt learning and have an adverse effect on the rest of the class. In developing their independence, children are encouraged to make choices, as was seen when Nursery children selected the best materials for assembling their models. Because teachers support children well, they dress and undress themselves with increasing skill. Children throughout the Foundation Stage enjoy the free choice sessions when they select their own activity, and, because careful records are kept to track children's choices, teachers ensure that children participate in the full range of exciting activities on offer.
70. In developing their social skills, children sit together during snack time and good manners are encouraged at all times. Relationships are very good. As a result, children are relaxed and co-operative, as was seen when children in the Reception class attempted to describe their weekend activities. Because exciting activities are planned children enjoy learning. For example, water play is made an exciting experience by the addition of shells and pebbles, boats and fish. At the same time children are learning specific vocabulary associated with the sea. Provision for children's spiritual, moral, social and cultural development is very good. Children in the Reception class find ways of using their hands to show kindness to others, such as hugging, giving, holding and sharing. They plant seeds and bulbs and express amazement when they see them burst into flower. Their knowledge and understanding of other cultures is developed successfully when they paint dragons and look at pictures to celebrate the Chinese New Year.

Communication, language and literacy

71. Children enter the Nursery with communication, language and literacy skills that are exceptionally low. The majority of children cannot respond to the simplest of questions because they do not have the necessary language skills to do so. Even so, children achieve well in this area of learning because teaching is good. Children across the ability range make very good progress throughout their time in the Nursery due to the very good and sometimes excellent teaching they receive and all adults take every opportunity to develop language skills. Teaching and learning in the Reception class is not so well organised or sharply focused, but it is still satisfactory. Children are taught repetitive rhymes and jingles and, because the Reception class teacher gave clear instructions, children listened carefully to enable them to participate in a team game effectively. Children enjoy books because reading has a prominent place in the curriculum. Reading corners are attractive and welcoming and all staff make story telling an exciting experience. It was noticeable at times, however, that children's very short concentration span made it difficult for them to sit throughout an entire story. Books are taken home by the children, and helpful guidance is given to parents on how they can help their child to improve. Even so, a significant number of children only get their reading experiences in school. Very few children can talk about their favourite stories and many of the children in the Reception class have little understanding of where a story starts on a printed page. Nevertheless, higher attaining children use words such as 'nasty' and 'ugly' to describe characters such as the ugly sisters in the story of Cinderella. Writing areas give children opportunities to write for a range of purposes and children are taught to hold mark-making tools and to form letters correctly. Common words are displayed prominently and children in the Reception class have word banks that are easily accessible. However, only the higher attaining children incorporate their limited knowledge of initial sounds when attempting to write and very few children know how to write any common words. Even so, children are taught to identify and write their names. For example, children are expected to identify their own name right from the start by selecting the appropriate name label to attach to their individual pieces of work.

Mathematical development

72. Children's mathematical skills are predicted to be very low by the time they enter Year 1. Although children count orally to 20 and beyond, very few children are secure in recognizing the value of written numbers and the majority find it difficult to apply what they know to solve simple, practical mathematical problems without support. Good support and encouragement from the Nursery nurse, however, enabled children in the Reception class to position numbers correctly on a number line to 20, then, with help, they counted on and back in ones. When they enter the Nursery children have exceptionally low mathematical ability. Because teaching is good overall, children achieve well, and particularly well in the Nursery. Nursery staff are careful to link mathematics to other areas of the curriculum. For example, as children learn the names of shapes such as squares and triangles they use them to produce attractive painted patterns. Because the children in the Reception class were well supported by the Nursery nurse they soon found their own criteria for sorting a set of given shapes. Higher attaining children use size, shape and colour in their choices, but lower attaining children find it difficult to cope with more than one criteria at a time. In reinforcing their counting skills children in the Reception class measure the height of beanstalks using Unifix cubes. Even so, children do find difficulty in retaining what they have been taught despite constant reinforcement. The outside environment is used well to reinforce learning. For example, children count as they follow a 'number' path to reach their garden and are beginning to understand the difference between big and little as they compare the size of the flowers they have grown.

Creative development

73. Children's attainment in this area of learning is very low when they enter the Nursery. Nevertheless, they achieve well because, overall, teaching is good. When comparing the self-portraits of children in the Reception class with those they had drawn previously in the Nursery it is clearly evident that children are making good progress. By the time they leave the Reception class their attainment is below average. Because there are frequent opportunities for children to develop skills in holding tools such as paintbrushes and scissors, children's confidence in using them is growing rapidly. As a result of very good teaching in the Nursery, children took great delight in discovering that if they mixed blue and yellow paint together they could make green. Their enjoyment was further enhanced when they used their hands to mix the paint. Because children are given opportunities to create images from first-hand experiences, they are becoming increasingly confident in drawing what they see. A good example of this was seen when children looked closely at three brightly patterned porridge bowls, then created a good likeness. They participate in repetitive stories and songs and change their voices to suit the moods and characters. Nevertheless children's poor command of language does impede their learning in this area. For example, as Nursery children played in the home corner, they very rarely developed this into role-play by involving others in deciding how their play should extend, despite the teachers' best efforts. The playing of music often sets the scene for learning and children spontaneously join in and accompany their songs with rhythmic actions.

Knowledge and understanding of the world

74. Children enter the Nursery with extremely low levels of attainment in this area of learning. By the time they leave the Reception class attainment is low but children have made good progress and they achieved well because the quality of teaching and learning is good overall. It is very good in the Nursery and satisfactory in the Reception class. Because they are given choices they become increasingly confident in selecting the material most suitable for the task. Children are encouraged to eat healthily and are given a wide variety of healthy foods such as fruit and vegetables at snack time. In caring for the environment around them they plant seeds and bulbs and water them in order to make them grow. Because teaching was effective, children in the Reception class developed their understanding of what life was like in the time of Jesus. By watching closely the changes occurring with frogspawn, children made a pictorial representation of the sequence of events. As a result of excellent teaching, Nursery children very rapidly developed their knowledge of the effects of adding water to dry sand. Nevertheless, children's poor knowledge and understanding of the world around them was clearly evident when one child suggested using sellotape as a means of sticking the sand together. Information and communication technology is used effectively. Children enjoy putting on headphones to listen to favourite stories and rhymes

and the computer is a favourite choice when children are given the opportunity to select their own activity. In one lesson seen Nursery staff gave very good support, which enabled children to produce attractive patterns and pictures.

Physical development

75. Children's attainment in this area of learning is low when they enter school. Nevertheless children make good progress and achieve well, so that, by the time they enter Year 1, standards are improved, although they are still below average. Children steer and control wheeled vehicles with increasing skill and are beginning to use space effectively, when they use the hall or the outside play area. Because the teacher was careful to emphasise the need for safety, children in the Reception class took care as they moved about the hall during a physical education activity. They used space well and co-operated fully because the teacher gave clear instructions. Sometimes, however, too many skills were introduced at once; this meant that children had insufficient opportunity to focus on developing one specific skill successfully. Although children jump, run and hop with increasing control their ability to use small equipment such as scissors and pencils is poor. Even so children make rapid gains in this area of learning because teachers provide many well-linked opportunities for them to practise. For example, after children in the Reception class had selected cartons in the shape of a cuboid as part of a mathematics activity, they reinforced their skills with scissors by cutting shapes to fit round the sides.
76. Visits and visitors are an important part of the curriculum; the children particularly enjoyed the visit of animals from the donkey sanctuary. In developing children's understanding of life in the past, grandparents share their experiences and a visit by a spinner supported children's learning in their project about wheels. The staff work as a team and advice and guidance by outside agencies is welcomed and acted upon promptly. The very good quality of relationships that exists throughout means that children enjoy coming to school because they know they will feel valued, secure and happy.

ENGLISH

77. In 2002, the National Curriculum test results for pupils at the end of Year 6 were well below average for all schools, and below average for schools with a similar economic background. The results were average, however, in comparison with pupils' prior attainment. The results for pupils at the end of Year 2 were well below average for reading and writing in comparison with all schools, and below average in comparison with similar schools. The proportion of pupils reaching higher levels was below the national average in Year 2, but it was above average in Year 6, indicating that higher attainers achieve well in Years 3 to 6. While it is recognised that group sizes are small and that firm conclusions cannot be drawn from any one year, the results in 2002 are an improvement on those of the previous year.
78. During a recent period of considerable disruption and staff changes, attainment in English fell. Since then, however, the improvement of standards in all aspects of English has been a major focus of the school and standards are improving, but pupils' work indicates that the proportion of pupils presently attaining nationally expected levels is still well below average at the end of both Year 2 and Year 6. Inspection evidence shows that, while overall standards are below average, a small number of higher attainers reach higher levels and there is evidence of good achievement over time in Years 3 to 6.
79. Pupils enter Year 1 with attainment in English that is very low. Speaking and listening skills are particularly low for many pupils. As they move through the school, pupils make satisfactory progress through Years 1 and 2 and good progress through Years 3 to 6. Overall, pupils' achievement in English is satisfactory by the end of Year 2 and good by the end of Year 6 because their use of language improves significantly.
80. Even so by the time they are in Year 6, the overall level of pupils' speaking and listening skills is below average. In the lessons observed in Year 6, a small proportion of the class spoke with confidence and an appropriate vocabulary. In discussion they used language well to develop their

argument. The majority, however, had more limited skills and tended to answer questions in short sentences, using a basic vocabulary.

81. The standard of pupils' reading in the current Year 2 is well below that expected for their age. Pupils sound out unfamiliar words, but many have limited understanding of what they read. Higher-attaining pupils can read with some fluency and talk about authors, titles, events and characters. They know the distinction between fiction and non-fiction books. Average and lower-attaining pupils show enjoyment towards reading, but find it difficult to talk about the books they read. There is little evidence, for a good number of pupils, of regular reading taking place outside school. Overall, the achievement of pupils in reading is satisfactory in Years 1 and 2.
82. Pupils achieve well in reading in Years 3 to 6, where standards have improved to below average for their ages. In Years 3 to 6, where the teaching is often very good, the higher attaining pupils read fluently and accurately with expression and understanding. They discuss the main points and themes of the books they read. Many lower attainers, however, still lack fluency and expression in their reading. The pupils generally acquire good library skills for finding information from books and other sources.
83. The school has worked hard to improve pupils' writing skills and has identified this as a major focus for development next year. Even so, improvement has been slow. Although pupils are achieving well and standards in writing are improving in Year 3 to 6 because of the good teaching of basic skills, they are still well below national expectations by the end of Year 6. In Years 1 to 2, where teaching is satisfactory, work seen in Year 2 shows that pupils mainly produce short pieces, or a sequence of sentences based on what they read. There is not sufficient evidence of different types of extended writing appropriate for their age; even the higher-attaining pupils do not write with a high level of imagination. Pupils generally make good progress in writing in Years 3 to 6, so that basic skills are established for most by Year 6. Where possible, pupils in the upper part of the school write for a variety of purposes such as note taking, story telling, description, poetry and scriptwriting, but often in practice this comes out in a similar, reporting, style. There is evidence of good use of redrafting at the top of the school.
84. Handwriting skills are weak when pupils enter Year 1. In Years 1 and 2 a small number of pupils write using well-formed legible writing, but the majority are still at a more basic stage. The pace of writing is often very slow, so that other work is less than fluent. Spellings are taught regularly and, by Year 6, pupils have a sound knowledge of useful strategies to help with spellings. Even so, their grammar and spelling are weak.
85. Pupils display very positive attitudes to their learning in English. They are always well behaved and attentive. Higher attainers are invariably keen to answer questions and to contribute to discussion. Some lower attainers, who are less confident in their speaking skills, are less eager to participate, but when encouraged by the teacher, they try very hard to make a purposeful contribution. Most pupils want to succeed. For example, a pupil in a Year 2 class was frustrated to the point of tears because he did not have the necessary fine motor skills to produce the small, neat handwriting that he strived for.
86. The quality of teaching is good overall but, because there was no overall judgement, it is not possible to compare the quality of teaching with that found at the last inspection. Learning is also now good overall. Teaching and learning are satisfactory in Years 1 and 2 and good in Years 3 to 6, with examples of very good lessons in Years 5 and 6. The good lessons are well planned and teachers demonstrate confidence in their knowledge of the subject. Lesson aims are clear, so that pupils understand what they are going to learn and the learning is purposeful. Teachers draw effectively on pupils' previous learning, which promotes pupils' own knowledge of their learning. The pupils are keen to show what they remember and are ready to learn new things. In the very good lessons, pupils are consistently challenged by searching questions that extend their learning. Even so, in most lessons, pupils are closely supported by their teachers so that opportunities to develop independence in learning are constrained. For example, opportunities to carry out independent research could be more frequent.

87. Much of the teaching in Year 3 to 6 is dynamic and teachers maintain a brisk pace through well-planned and timed activities. As a result, the lessons require intellectual and creative effort from the pupils. Teachers have demanding expectations of work and behaviour from their pupils and manage them effectively. Consequently, their behaviour is good. In some satisfactory lessons the planning focuses on the content to be taught rather than the skills, knowledge and understanding to be gained by pupils, consequently these lessons do not have the same degree of rigour as the good lessons. In these lessons good use is made of the very able learning support assistants, but the learning of pupils working with the assistants is not closely enough supervised by the teachers, so that the learning lacks sufficient rigour and challenge.
88. Pupils with special educational needs have individual education plans with clear targets in language and literacy, which are followed carefully, and they make good progress. At present there are no pupils for whom English is an additional language, but strategies are in place to support such pupils when the need arises.
89. There is evidence of the sound use of word processing in most years. Pupils make good use of dedicated spell checkers to support their spelling and younger pupils use appropriate word games for their age. Older pupils use the computers to redraft and present their work. Overall, however, access to the computers is limited so that pupils' use is not sufficiently frequent to build confidence in their skills.
90. Management of the subject is effective. The systematic monitoring of teachers' planning and their lessons, good assessment procedures and the use of test data to set targets for pupils have helped to re-establish the good achievement of pupils. The school has effectively implemented the National Literacy Strategy, but the low level of work and slow speed of writing and reading are a constraint on pupils' learning in other subjects. Teachers work well to the school's effective literacy strategy and they try to use other subjects to develop pupils' speaking and listening skills, and their reading and writing, but progress is slow. Reading and writing remain major weaknesses across the school and quite rightly the school has identified them as priorities for continuing development.

MATHEMATICS

91. Standards in mathematics are well below average for both the Year 2 and the Year 6 pupils and test results are well below average. Nevertheless, the number of Year 2 pupils reaching the higher Level 3 is close to the national average. A significant number of pupils enter or leave the school during the year. As an example, nearly one third of the pupils taking the tests at the end of Year 6 in 2002 had joined the school during the year and a significant number of them had special educational needs, which had a considerable adverse effect on the Year 6 results. The pupils currently in Year 2 and Year 6 are set to achieve standards that are well below average. Standards have fallen since the last inspection, partly due to a period of instability that the school has now overcome, and partly to the sharp rise in the number of pupils with special educational needs. Almost half the pupils currently attending the school are identified as having special needs, and a significant number have emotional and behavioural difficulties. Nevertheless the school is working hard to raise standards.
92. Analysis of school and national test results has resulted in the setting of year group targets to better aid pupils' mental and written calculation skills. Although this has not been in place long enough to fully impact on standards, pupils' enjoyment of mathematics has increased and they are becoming more confident. Pupils in Years 5 and 6 are now setted by ability. This works well because it enables teachers to challenge the higher attaining pupils and have sufficient time to support those with lower attainment. Pupils enter the Year 1 with very low levels of mathematical ability and by the end of Year 6 standards are still well below average. Even so, this represents an improvement for the pupils in general and good achievement over those years. There was considerable fluctuation in last year's tests results when comparing the attainment of boys with that of girls. This is due to the differences in the make-up of the relatively small year group taking the tests.

93. A large proportion of pupils have speaking and listening skills that are well below average. As a result pupils have difficulty in explaining their working out and often do not understand how problems are worded. For example, pupils in a Year 5 lesson struggled to find ways of explaining how they could find the area of a rectangle. Teachers' planning takes account of the two age groups within each class. Nevertheless analysis of past work suggests that teachers do not always consider the differing needs within each age group and tend to focus exclusively on the less able. As a result, more able pupils are not always sufficiently challenged. In the lessons seen, this was more noticeable in Years 1 and 2. Although pupils with special educational needs are integrated well into lessons, their specific needs, as identified on their individual education plans, are not always recognisable on teachers' planning.
94. Pupils in Year 1 count accurately in ones and tens and recognise and name numbers to 20. In one lesson seen, good support by the classroom assistant enabled pupils to place written numbers to 20 in a correct sequence, then count on and back in ones. Pupils find difficulty in identifying numbers beyond 20, as was demonstrated when one pupil commented that 'big numbers are tricky!' Because the teacher had prepared the lesson well pupils sorted solid shapes by their properties such as straight or curved edges. Nevertheless there were occasions when the teacher gave pupils too much information without first allowing them to 'have a go' at explaining what they had done. Only the higher attaining pupils can use their knowledge of numbers to solve simple addition problems. Year 2 pupils measure accurately the length of their hands in centimetres, and in extending their knowledge of place value, use dice games to make two-digit numbers then, with support, position them correctly on a 100 square. Only higher attaining pupils can identify number bonds to ten. As result of very good teaching, pupils in Years 3 and 4 counted forwards and backwards in twos threes, fives and tens but only about half the class were confident in using multiplication methods. Because the teacher guided rather than told pupils with special educational needs how to solve a problem, they made very good progress along with the rest of the class. Very good teaching in a Year 5 class meant that pupils soon began to understand how to find the area of a rectangle. Work was very well planned to suit pupils' differing needs. For example, higher attaining pupils found the area of rectangles using complex numbers which involved converting fractions into decimals, whilst lower attaining pupils used simpler numbers, and because their shapes were on squared paper, counted the number of squares to check their answers. Because the introduction and explanation by the teacher were sharp and very well focused, pupils in Year 6 rapidly gained confidence in using the grid method to solve multiplication problems. Higher attaining pupils used both grid and standard methods to find the answers to written problems. Good use was made of information and communication technology when pupils used the computer to revise what they had previously been taught. Teachers are careful to use correct mathematical vocabulary but this is not always displayed prominently as an aid to increasing pupils' very limited knowledge of mathematical terms.
95. The school has rightly placed heavy emphasis on the teaching of numeracy. Although strategies for teaching mathematics are good overall, scrutiny of pupils' previous work, suggests that they do not always get the opportunity to use and apply what they have learned, either within mathematics lessons or in other areas of the curriculum. As a result, pupils' experiences are too narrow. Nevertheless, some good examples were seen of the use of mathematics in other subjects such as history, geography and science. For instance, pupils use graphs and charts to interpret and compare the weather in Athens and London. In finding the location of animals in a safari park pupils use geographical skills to work out simple grid references. In science, pupils compile flow charts to compare different sets of results when deciding what constitutes a fair test.
96. The quality of teaching and learning is good overall: it is mostly good for pupils in Years 3 to 6 and mostly satisfactory for those in Years 1 and 2. Pupils learn at an appropriate pace, which is an improvement since the last inspection, when pupils' progress in mathematics was deemed to be unsatisfactory.
97. In good lessons, teachers clearly set out the learning aims for the different ability groups in the class. In satisfactory lessons there is less clarity and the aims are more related to content rather than specifying the skills to be developed. In addition, in satisfactory lessons challenge and pace are less rigorous. Teachers' questioning skills throughout the school are good and they persevere

to elicit answers even though the majority of pupils find great difficulty in expressing themselves accurately. Although work is marked regularly, comments often do not contain advice on what pupils need to do next in order to improve. Nevertheless all teachers know their pupils well. Most lessons proceed at a good pace and resources and staff, including the well informed support assistants, are used well. The good quality of relationships and the good management of challenging behaviour, clearly evident throughout the school, are having a positive impact on learning because pupils feel secure and valued. This makes them want to learn. Teachers now use a common format for the planning of lessons and evaluation of planning enables them to plan the next stage of learning. Teachers make good use of time at the end of lessons to reinforce what pupils have learned and also to set the scene for the next stage of learning. For example, following a lesson on area, the teacher explored pupils' perceptions on the need to measure accurately and how this could be applied to everyday situations such as when buying a new carpet for the classroom. Teachers evaluate planning; this helps them to plan the next stage of learning. Because teachers know their pupils well and because they have a good understanding of how pupils learn best, all pupils are fully included in lessons.

98. Pupils are co-operative and usually work harmoniously, but occasional lapses occur when teachers do not apply the school's behaviour policy consistently and this causes detracts from pupils' learning. Pupils enjoy learning and are keen to contribute although their poor speaking and listening skills does inhibit progress. Analysis of work in pupils' books shows that in most classes pupils work hard and productively. However, the presentation of their work is sometimes untidy and lack of guidance on how work should be set out does not help to improve its presentation. Rewards for effort are a feature of the school's system for encouraging pupils to try hard, but the strategy is not used consistently in lessons.
99. The well-informed co-ordinator for mathematics has a clear vision of what is needed to improve. Her role includes the monitoring of planning and advising staff. It does not yet include the monitoring of teaching and learning in lessons to ensure its consistency. Procedures for assessment have been established and include the tracking of progress of pupils from entering the school to when they leave. However, they need to be simplified to enable teachers in each class to have a clearly identifiable picture of the rate of progress pupils are making. The school is participating in the 'Lifelong Learning' scheme, aimed at helping parents to become more actively involved in pupils' learning. The organisation of computers means that pupils do not get sufficient opportunity to use information and communication technology as an aid to learning. The school has worked hard to provide a good climate for learning and classrooms provide a stimulating learning environment where all can thrive.

SCIENCE

100. Pupils' work in their books and in lessons indicates that standards are currently well below average at the end of Year 2 and just below average at the end of Year 6. Children enter the school with very low standards in knowledge and understanding. They leave with just below average standards in science. Achievement by Year 2 is satisfactory but is good by Year 6. The number of Year 6 pupils who reach national expectation, Level 4, is average. However, the number of pupils reaching the higher Level 5 is well below the national average. The trend in results over the past four years has shown standards in science that remain consistently below the national average. This appears to be a similar situation to the test results at the time of the previous inspection.
101. Pupils in Year 2 know about some physical changes associated with growing up, both in humans and plants, and they investigate the properties of material. They have an understanding of the effects of environment on plants and animals. Pupils undertake investigations associated with sounds and in comparing similarities in living things. They can record their findings in a variety of ways including simple drawings and pictures. Presentation and the quantity of work in pupils' books are generally poor. By Year 6, most pupils describe and name the main parts of a plant and carry out investigations connected with the verification and relevance of data connected to air and combustion. For example, they are aware of the location of the heart and lungs, but few could give the location of their kidneys or explain the effects of exercise. Some pupils are clear about the necessity for fair testing in their investigation. Few know the main functions of leaves or list the

major characteristics of a living organism. In discussion with a group of older higher attaining pupils, nobody knew what the nearest star was or how long it takes the moon to go around the earth. One pupil knew the word photosynthesis, but could not describe what it meant and only a few could describe the uses of the different parts of a growing plant.

102. The quality of teaching is good and has contributed to the good learning, especially in Years 3 to 6. In the better lessons planning ensures a good focus. Objectives are always made clear to the pupils at the beginning of a lesson, so that they know exactly what they are hoping to achieve and know when they have been successful. Discussions are open-ended and challenging, and a good range of different kinds of activities within a lesson maintains pupils' interest. Discipline is positive but firm and has very effective outcomes in terms of pupils' behaviour, attitudes and relationships. Teachers' subject knowledge is secure and this helps teachers to choose the most appropriate resources for learning. Pupils enjoy science and their attitudes in lessons can be good. From the earliest years pupils are very interested in the topics they study and are often excited by the tasks they are presented with. They are keen to share their ideas with the rest of the class and most are prepared to listen carefully to the views of others. Pupils particularly enjoy practical, investigative activities. This was seen in a Year 5/6 class where pupils were finding out 'The need to repeat measurements to obtain reliable results'. The teacher started by discussing the investigation, then by skilful questioning led the pupils into making predictions regarding the length of time it would take before the oxygen was used up by a burning candle. They then ran a controlled experiment together before enthusiastically carrying out their own testing and recording.
103. In the less successful lessons planning does not match what pupils know to what they need to learn. Investigations and tasks are aimed at whole classes with no variation in approach or appropriate challenge for higher attainers, and teachers do not sum up what has been covered or help pupils to understand and clarify what they have achieved. The lower attainers sometimes receive additional teacher support to enable them to complete the same task, but where this is unavailable they struggle with the reading and writing elements of recording.
104. Management of science is unsatisfactory because the school has given priority to the development of English and mathematics. Schemes of work are in line with recent national initiatives and the school's overall provision for the subject is satisfactory. Teachers plan from national schemes of work, which ensures coverage overtime. Assessment does not provide sufficient information to inform planning. There is no consistent tracking of progress across the school or in year groups. The current co-ordinator has no action plan for development of the subject. He occasionally monitors planning, but there are no plans to observe teaching and the subject does not feature in the school improvement plan. There has been no recent audit to match resources to curriculum needs. Very limited use is made of information and communication technology to support learning in science, especially in developing research skills and the recording of investigations.

ART AND DESIGN

105. It was possible to observe only two art and design lessons during the inspection, but the work on display, and other artwork seen, gave an indication of standards. Attainment at the end of Years 2 and 6 is below national expectations, which represents a fall in standards since the last inspection. Even so, there are some examples of good work in some classes or by individual pupils and most pupils achieve satisfactorily by the end of these years.
106. Pupils represent their ideas appropriately in visual forms in a good range of media and show sound practical skills in managing the different materials. Drawing and colouring skills are developed satisfactorily in all years, but the progress made is inconsistent. Not all teachers give sufficient attention to the consistent development of drawing skills as pupils move through the school. The pupils' attitude to learning is good and it is clear from pupils' work that they try to present their work as well as possible.
107. Too few lessons were seen to make an overall judgement about the quality of teaching, but in the lessons seen teaching was satisfactory. Relationships in lessons are good and pupils are

encouraged and supported. Lessons generally move at a satisfactory pace, but at times the pace of work slows because it is left to pupils to determine and less work is covered.

108. The school has sufficient resources for art and they are used well, but there is no evidence of the use of information and communication technology in art. The management of the subject is satisfactory but, because the school has been giving priority to English and mathematics, the teaching of art has not been regularly monitored.

DESIGN AND TECHNOLOGY

109. No lessons were seen during the inspection. Judgements are based on a scrutiny of planning, a very small amount of pupils' work, displays and discussion with the co-ordinator. There was insufficient pupils' work to ascertain the standards at both Year 2 and 6, but discussions with pupils from the Year 5/6 class indicated that insufficient opportunities are given to pupils to develop their skills across the full range of the design and technology curriculum.
110. Displays and models around the school include construction toys in Year 1; model cars constructed in cardboard in Year 2; mobiles and book stands in Years 3 and 4; mobiles and a display of questions regarding the most suitable materials to use for a variety of buildings in Year 5 and 6. There was little evidence to show that pupils carry out testing to see which materials are best suited to the design; using mechanisms to enable their models to move; or the appropriate combining of skills in connection with food technology or electrical circuits. Year 6 pupils remember comparing materials but could not recall any projects in the subject where all elements of planning, construction and evaluation were combined. During their residential trip they remember constructing a bridge to cross a stream. They can describe making simple evaluations of their articles and have compared different materials to see which will best suit the item to be made. No one could remember using information and communication technology connected to technology lessons. This appears to indicate that achievement in Year 6 is unsatisfactory.
111. The school is currently implementing a two-year rolling programme of study linked to the National Curriculum schemes of work for design and technology and this ensures satisfactory coverage over time. However, current time allocation for the subject is inadequate and in some classes design technology is combined with other subjects, further reducing pupils' entitlement. There is no established policy or assessment in the subject and skill development is not tracked. This shows unsatisfactory progress from the situation stated in the previous inspection report. Management of design and technology is unsatisfactory. The co-ordinator has not had the opportunity to monitor delivery of the curriculum or planning. He does not have a plan to develop the subject and currently design and technology does not feature as a priority in the school improvement plan. The use of information and communication technology is unsatisfactory and is not included in any planning seen. Residential trips for older pupils contribute well to the consolidation of knowledge and understanding of design and technology.

GEOGRAPHY

112. No geography lessons were seen during the inspection, therefore no judgements could be made about the quality of teaching. Analysis of teachers' planning, together with photographic evidence and discussions with staff and pupils, indicates that the curriculum is covered appropriately.
113. In developing their understanding of what life is like in another country, pupils in Years 1 and 2 used the computer to find information about a child in Ghana. Exciting, well-planned activities gave pupils good opportunities to participate in what would have been everyday experiences for an African child. For example, they carried pots of water on their heads and they cooked millet and ate it with their fingers. In comparing their journey to school with that of a typical African child they walked round the school grounds for half an hour. This learning was well linked to other subjects such as music when they sang African songs and learned to play African drums. In comparing high and low ground in locations such as Dartmoor and Exmouth, pupils in Years 5 and 6 plot how land is used to best effect and make decisions on the advantages or otherwise of living on Dartmoor or in Exmouth. Pupils in Years 3 and 4 identify important differences between a school

in India with that of their own, and in developing their understanding of how climate can effect industry, study the effects of the monsoon on agriculture. Pupils practise map reading skills both in the school grounds and when they participate in a residential visit and use grid references to identify specific locations on simple maps.

114. Resources for geography have been improved and include maps of varying degrees of difficulty as well as aerial photographs and globes. Good use is made of the environment both in and around school and further afield to further enhance learning opportunities. Effective links are made to other subjects such as mathematics when pupils draw charts and graphs to compare land use and temperature.

HISTORY

115. Standards are well below average at the end of Years 2 and 6, but pupils' achievements are satisfactory. Although no lessons were seen in Years 1 and 2, an analysis of pupils' work, photographic evidence, planning, and discussions with staff and pupils indicate that pupils' achievements are constrained by the low level of literacy skills that makes the writing of notes and essays a slow and, for many, a laborious task. In comparing old and new toys pupils in Years 1 and 2 begin to understand the changes made in the use of materials with which they were made. After finding information about the Great Fire of London they retell the story in their own words. Good use is made of the environment in which they live when they make comparisons between seaside holidays of the present day with those of the past.
116. In the lessons seen for pupils in Years 3 to 6, standards of teaching and learning were satisfactory overall. Very good teaching in a Year 3/4 class resulted in pupils rapidly consolidating and enhancing their learning on the customs associated with the Egyptians. Because the teacher's own knowledge was extensive and because relationships were of a very high quality, pupils eagerly responded to her questions and suggestions, and took great delight in imparting details relating to mummification, such as the removal of a dead person's brains through the nose! In understanding how customs associated with Ancient Greece had an influence on democracy in present day Britain, pupils debated modern day issues, as Athenians would have done, by using a water clock as a timer, and by the wearing of a wreath when it was time for them to speak. They then counted the 'votes cast' using symbols similar to those used by the Athenians. Although this lesson had been very successful with a Year 5 class, it was less so in Year 6 because the choice of topic for debate was unfamiliar to the pupils. Nevertheless it did help to improve pupils' poor language skills and their confidence in using them.
117. Pupils display positive attitudes to learning in history lessons. They listen with interest and are co-operative and thoughtful towards the needs of others. Because the teacher continuously challenged pupils in a Year 3/4 lesson they remained highly motivated and expressed sighs of disappointment when the lesson ended.
118. Planning for history and geography is based on nationally agreed guidelines, and caters for the needs of pupils in classes containing more than one year group, although more thought needs to be given to planning of work for the needs of pupils of differing ability within each year group. The school has an adequate range of resources which include videos, photographs and artefacts, and good use is made of places of interest such as Exeter Cathedral, and local museums, and information and communication technology is beginning to be used more effectively as a source of information. Written ongoing assessment within both history and geography is in an early stage of development.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Pupils' standards in information and communication technology by Year 6 are below average and achievement is unsatisfactory. This is a decline from the standards described in the last inspection report. The purchase of new hardware and software, the improvement of teachers' skills and a better ratio of pupils to computers appear to have been ineffective in improving standards. At least part of the problem is the organisation of computers around the school, which still provides infrequent access.
120. Discussion with, and demonstration by, a group of higher attaining pupils in Year 6 indicated that they can compare and contrast the use of information and communication technology with alternative methods, and make predictions regarding the likely outcomes of inputting specific data when, for example, they use simple spreadsheets. They can successfully locate and download information from the Internet, for example to help research work about animals. They are not fully secure in their use of e-mail and have not experienced more advanced skills, such as multimedia presentations incorporating moving images and sound, or using different educational programs to produce art or music. They do not give computers instructions to make devices work properly. Information and communication technology skills are not used sufficiently to support learning in other subjects. All pupils have very positive attitudes and say they enjoy the subject when they get the opportunity to work on the computers.
121. Only one short teaching session was seen during the inspection. The quality of teaching was satisfactory and delivered good information but its impact was diminished by the lack of 'hands on' practice by pupils because there were only two computers available for over 30 pupils. Pupils therefore have to try and consolidate the skills involved over several days, sometimes during their lunch breaks, which is having an adverse effect on trying to raise standards.
122. Mostly teachers do not plan well or include information and communication technology into other subjects. Teachers need to take far greater account of what pupils can and cannot do and reflect this in more appropriate and specific planning for their class. The committed co-ordinator is very clear regarding development of information and communication technology across the school and has produced a good plan. However, the timescale involved in this plan is too long and indicates that the full curriculum will not be covered until 2004, resulting in further delays in raising standards. She is very aware of some of the deficiencies, but is not monitoring planning or delivery because the subject is not a major focus in the school improvement plan.
123. Since the last inspection the school has significantly increased both the quantity and quality of resources available. The ratio of pupils to computers is now good. The current organisation of sharing available computers around all classes means that pupils get insufficient time to continuously and progressively develop skills at a rate required to raise their skills and knowledge significantly. The use of information and communication technology in other subjects is underdeveloped.

MUSIC

124. It was not possible to see a sufficient number of lessons to make an overall judgement about standards and the overall quality of teaching in music, or to make comparisons with the previous inspection report. In the lessons seen, standards were below average. In assemblies, pupils sang in time but intonation was weak. In lessons the pupils showed good awareness of loud and soft. There was little evidence of composition and the understanding of musical elements, such as form and timbre. Similarly, no use of information and communication technology in music was seen. Attitudes to music are good; pupils sing willingly and clearly enjoy their music.
125. In the lessons observed the quality of teaching and learning was satisfactory, but there was some unsatisfactory teaching. Strategies were mostly appropriate, but the range of work depended on the musical competence of the teacher, which was not always sufficient for the task in hand. In all lessons seen relationships were very good.

126. The documents written for the subject indicate that the subject is soundly managed and meets the requirements of the National Curriculum.

PHYSICAL EDUCATION

127. Only two lessons were seen and therefore no firm judgement regarding standards or the quality of teaching is possible. However, teachers' planning, displays and photographs and discussions with pupils indicate that they reach the expected standards for their age at the end of both Years 2 and 6 and achieve well. In the two lessons seen in Years 3/4 and 5/6 standards were average. This would suggest that standards have been maintained since the last inspection. Three quarters of pupils can swim the nationally expected 25 metres well before they leave the school. This is because the school places a high priority on the development of swimming. The contribution of a 'Fit to Succeed' co-ordinator is also having a significant impact on motivating pupils to take part in a wide range of sporting activities and contributes well to raising standards.
128. In both lessons seen, teachers gave clear instructions, expected pupils to respond promptly and were vigilant in matters of safety. Pupils demonstrated a high level of enjoyment, although some older pupils did become immature when asked to perform their sequence of movements in front of the whole class. In one of the lessons the teacher made good use of appropriate vocabulary and questioning to ensure pupils extended their knowledge. For example, pupils improved their performance after the teacher had instructed them how to improve the range of turning movements. A weakness in some lessons was that instruction and organisation took too long, so that pupils did not have enough time to perform, practise and improve their skills. The best teaching uses good examples of pupils' performance and self-assessment to stimulate improvement, but this strategy was not always emphasised enough. There was little emphasis on improving the quality of pupils' movement, and especially the endings to sequences.
129. Physical education has a high profile across the school and pupils are successful in a range of sporting events. For example, they are the current area champions for volleyball. Teachers plan appropriately using the national scheme supplemented by other commercial material, which ensures coverage of the National Curriculum. The keen co-ordinator has monitored planning and has clear ideas on how to develop the subject. There is currently no tracking of progress other than records connected to improvement in swimming. The contribution of learning support staff to raising standards is very good; for example, the school's football team is coached by a learning support assistant who has undertaken specific training, in her own time, for this role. Resources are good and are readily available. Outside facilities and the school hall provide a very good environment for development of the subject and will have a positive impact on standards.

RELIGIOUS EDUCATION

130. It was possible to see only three lessons of religious education so there is insufficient evidence to make overall judgements about the quality of teaching and pupils' attainment. In the lessons seen and in the small amount of written work, pupils' understanding of issues raised and their recall of factual information in religious education is broadly average for pupils in Years 2 and 6, but writing skills are below average.
131. In the lessons seen, pupils in Year 1 were learning to appreciate what life was like in the time of Jesus. They compared the kind of house Jesus would have lived in with that of their own. In Year 2 pupils explored the concept of special food and tried to understand the reasons why people fasted during Lent. Photographic evidence shows Year 1 and 2 pupils using role-play to act out the celebration of baptism during a visit to the local church. In comparing versions of the story of Noah's Ark in the Bible with those in the sacred books of other religions, higher attaining pupils in Years 3 and 4 found similarities and differences, whilst lower attaining pupils read a simplified version on the computer and asked thought-provoking questions. Pupils are increasingly able to understand the significance of symbolism in religion, such as that of a dove and an olive branch. Pupils in Years 5 and 6 write their own sets of rules following teaching on the Ten

Commandments, and in putting what they have learned into the context of everyday life, produce newspaper reports giving modern day accounts of stories such as that of the burning bush.

132. The quality of teaching and learning in lessons observed was satisfactory overall, which would indicate an improvement since the last inspection. Teachers plan their lessons carefully with clear aims. A strength of the teaching is the good quality of relationships and the way in which pupils are taught to apply what they have learned to everyday situations. This is having a positive effect on their behaviour and on their attitudes as they participate in the life and work of the school. Occasionally, issues of behaviour management slow the pace of lessons and interrupt the planned programme. Even so, teachers have sound subject knowledge and appropriate expectations. Ongoing, written assessment of the subject is in need of further development.
133. The planned curriculum is firmly based on the Devon Agreed Syllabus and appropriate attention is paid to other religions such as Judaism, Hinduism and Sikhism. Planning takes account of the two age groups within each class. It does not always, however, take account of the needs of pupils of differing ability within each age group. Pupils receive their religious education in a variety of ways including lessons and assemblies, as well as in the day-to-day life and work of the school.
134. The co-ordinator does not yet monitor plans or lessons but her recent attendance on a course has given her the confidence to take the subject forward. The school's population includes few pupils from other religions. In order to increase opportunities for pupils to learn about the cultural diversity of other religions, the amount of teaching time has been increased, and there is a wider range of resources. Nevertheless, teachers need further training on how to use these resources to best effect. Members of the local clergy play a significant part in extending pupils' learning, as do visits to local places of worship, including that to Exeter Cathedral. Parents and other members of the community are invited to attend special services. The subject is often linked to music and literacy. Pupils sing special songs and hymns and are given frequent opportunities to talk and write about what they have learned, although occasionally, pupils are not careful enough in the way they present their written contributions. There was little evidence of the use of information and communication technology in the subject.
135. Artefacts from other religions are displayed sensitively and displays of pupils' work around the school celebrate their successes. The contribution that the subject makes to pupils' spiritual, moral, social and cultural development is good overall. Pupils display good attitudes to work and they usually behave well in lessons. Teachers encourage respect and tolerance and pupils are taught to think carefully about what they can learn from religious teachings, and how they can apply it to their everyday lives.