

INSPECTION REPORT

RODBOURNE CHENEY PRIMARY SCHOOL

Swindon

LEA area: Swindon

Unique reference number: 126275

Headteacher: Mr Paul Turner

Reporting inspector: Mrs Ann Coughlan
21124

Dates of inspection: 7 – 11 October 2002

Inspection number: 126275

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Broadway Swindon Wiltshire
Postcode:	SN25 3BN
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ian Rowe
Date of previous inspection:	June 2000

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21124	Ann Coughlan	Registered inspector	Science, information and communication technology	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning
13462	Roberta Mothersdale	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
21992	Jean Newing	Team inspector	Foundation stage curriculum, geography, physical education, special educational needs, English as an additional language, equal opportunities	Curricular opportunities
10428	Tom Simpson	Team inspector	Mathematics, history, religious education	Leadership and management
17693	Esther Digby	Team inspector	English, art and design, design and technology, music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is average in size with 245 girls and boys on roll, aged between four and eleven years. It serves an urban area in north-west Swindon. Although the number of pupils claiming eligibility for free school meals is close to the national average at 10 per cent there is some socio-economic disadvantage in the locality. The percentages of pupils with special educational needs (18 per cent), mainly related to moderate learning difficulties and with Statements of Special Educational Needs (0.4 per cent) are close to the national average. Children's attainment on entry is below average, particularly in their language and communication skills and their mathematical development. There are eight pupils from ethnic minorities but these pupils are fluent in English and need no additional support. There has been a large turnover of staff in the last two years and some difficulty with recruiting teachers, partly owing to a possibility of closure under a proposed reorganisation.

HOW GOOD THE SCHOOL IS

This is an effective and improving school owing to the very strong leadership of the headteacher coupled with good support from governors and staff. There is a strong commitment by all concerned to continue to raise standards. Teachers and other staff work hard to provide a secure and stimulating environment, with a range of interesting activities that promote the pupils' interest in learning. The school is managed well and gives good value for money.

What the school does well

- Children have a good start to their school life in the reception year and make good progress.
- Good quality teaching results in a purposeful working atmosphere in lessons so that pupils learn effectively.
- The very clear educational direction given by the headteacher, deputy headteacher and senior management is resulting in rising standards.
- The good assessment, tracking and monitoring of pupils' personal development and of their attainment in English, mathematics and science contribute significantly to their good achievement.
- The good provision for pupils' personal development and good relationships result in positive attitudes to school, good behaviour and increasing involvement in the day-to-day running of the school.

What could be improved

- Standards in information and communication technology.
- The extension of the school's good assessment procedures to all subjects and use of the assessment information to match tasks more precisely to the needs of all pupils.
- The contents, organisation and use of the school library.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in June 2000, when it was judged to have serious weaknesses, the school has made good improvement overall by addressing successfully the issues identified at that time. There has been very good improvement in the quality of teaching, particularly in English and mathematics. The role of curriculum co-ordinators has developed and standards have improved in English, science, religious education and history by the end of Year 6. The school is aware that more work is needed to raise standards in information and communication technology to match the standards attained in other subjects. The governing body is now more effective as it has a better picture of the strengths and weaknesses of the school through the analysis of performance data and regular reports from school

staff. The management of special educational needs is now satisfactory with targets in individual education plans for pupils with special educational needs more relevant.

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	B	E	C	B
mathematics	C	E	A	A
science	C	E	A	A

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

The school's performance in the national tests for eleven year olds was inconsistent over the three years 1999-2001 but the trend has been below the national average. The school set itself challenging targets for 2002 and exceeded these in all three subjects both at the expected Level 4 and the higher Level 5. Evidence from the inspection indicated that the current Year 6 has a higher proportion of lower attaining pupils than last year's Year 6 but standards are average in English and mathematics and above average in science. They are average in all other subjects except information and communication technology where they are just below average. Pupils are attaining average standards in reading, writing, mathematics and science by the end of Year 2. By the end of the reception year most children are likely to attain most of the national early learning goals and be close to attaining the goals for communication, language and literacy and mathematical development. This represents good achievement from the below average attainment on entry and inspectors found that pupils are achieving well across the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils are very enthusiastic about their school, enjoy practical tasks and class discussions. Most concentrate well in lessons.
Behaviour, in and out of classrooms	Good in lessons and around the school. Pupils are courteous and friendly. No incidents of bullying were seen during the inspection.
Personal development and relationships	Good: pupils are keen to volunteer for tasks and developing their involvement in the school community where relationships between all concerned are good.
Attendance	Satisfactory: authorised and unauthorised absence have reduced over the last year.

The pupils' good behaviour and attitudes make a strong contribution to the quality of school life, their achievement and the positive atmosphere for learning.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The good quality teaching results in effective learning for pupils overall. Teaching in the reception classes is consistently good and frequently very good. English and mathematics are taught well. There is good and sometimes very good teaching of basic literacy and numeracy skills in Years 1 to 6 and teachers give pupils plenty of opportunities to practise these skills in other subjects. The management of pupils is a strong feature. Teachers use questioning effectively to challenge pupils intellectually and extend pupils understanding. The high expectations of teachers promote the learning of average and higher attaining pupils well but in some lessons too much is expected of the lower attainers. Pupils with special educational needs are taught effectively by teaching assistants and learn efficiently in withdrawal groups. Teachers make good use of resources to motivate pupils but teachers' use of information and communication technology in the classroom is underdeveloped. Teachers provide regular and effective homework to reinforce and extend the learning in class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: a good range of learning opportunities is accessible to all the pupils and relevant to their age group.
Provision for pupils with special educational needs	Satisfactory: targets in individual education plans are specific, realistic and progress is easily measured but work in lessons is not always matched to particular needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall: Good provision for pupils' spiritual, moral and social development. Pupils' cultural development is satisfactory but the range of art and music to which they are introduced is limited to western cultures.
How well the school cares for its pupils	Good: good child protection and welfare procedures. Teachers and other staff know and care for individuals well so provide good personal support and academic guidance.

The school provides a very good level of information for parents and is strengthening the sound partnership for learning. The planning of work for pupils in the reception classes is very good and provides them with a good breadth and balance of work in the six areas of learning. The school plans to review its curriculum for Years 1 to 6 shortly in order to improve the balance, which is currently satisfactory rather than good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: effective and committed leadership by the senior management is having a positive impact on raising standards. Subject co-ordinators play a significant role.

How well the governors fulfil their responsibilities	Good: governors are well informed and understand the needs of the school well. They effectively fulfil their statutory duties.
The school's evaluation of its performance	Good monitoring and evaluation of teaching and pupils' performance is contributing well to rising standards.
The strategic use of resources	Good: the school uses its resources and applies the principles of best value well to support priorities in the school development plan

Satisfactory accommodation and resources with good resources for history and a good level of staffing with effective support for newly qualified teachers and teachers new to the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good, the school expects children to do their best so they make good progress. • The school helps children to become mature and responsible and behaviour is good. • Children like coming to school and get the right amount of work to do at home • Parents feel comfortable about approaching the school. 	<p>A very small number of parents expressed concerns about:</p> <ul style="list-style-type: none"> • Information on their child's progress. • How closely the school worked with parents. • The range of activities outside lessons.

The inspection team agrees with parents' positive comments but found that the level of information on children's progress was good, that the school encouraged parents to work closely with it and that the range of activities outside lessons was satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception classes with below average standards particularly in language and communication skills and in their mathematical development. Owing to the good and very good quality teaching and the well-planned and broad range of learning opportunities children achieve well. The strong focus on children's personal, social and emotional development when they start school helps them settle in and begin to learn quickly. Their achievement is good so by the end of the reception year most children are likely to meet the early learning goals in this area and in their knowledge and understanding of the world, creative and physical development, though very few exceed these. The children have more ground to make up in communication, language and literacy and in their mathematical development but many are close to attaining the nationally expected standards by the end of the year.
2. Inspection findings indicate that by the end of Year 2 pupils are attaining average standards in English, mathematics and science. This indicates an improvement from recent test results in reading and writing, which were well below average in the last two years. It reflects the average performance in mathematics in the 2002 tests. Standards are above average in speaking and listening. This represents an improvement on the standards in English and science found in the last inspection and a similar picture in mathematics. There has been a similar improvement in standards by the end of Year 6 where pupils are now attaining average standards in English and mathematics and above average standards in science. These findings reflect the significantly improved performance of pupils in the 2002 national tests for eleven year olds. The clear leadership on raising standards has led to these improvements through developing the quality of teaching and modifying the focus of work following careful analyses of pupils' performance. Pupils' standards in information and communication technology are close to the national averages overall for the end of Year 2 and Year 6 and pupils attain average standards in all other subjects. This is also an improvement from the last inspection in design and technology, history and religious education. Pupils' achievement in Years 1 to 6 is good overall.
3. Pupils with literacy difficulties make good progress in their reading, writing and spelling when intensive support is provided on a withdrawal basis. Pupils' work is thoroughly planned and each lesson is delivered in a highly structured way that takes full account of the nature of their learning difficulties. Pupils make good progress towards the targets on their individual educational plans and reach appropriate standards. Their progress in lessons, however, is sometimes only satisfactory. Although they frequently receive good support to help them follow the activities in the lesson, teachers do not often provide different approaches, methods or activities to meet their particular needs and thereby promote their learning. Pupils from ethnic minorities achieve as well as other pupils because they have a good knowledge and understanding of English and they enjoy full access to the learning activities.
4. Pupils' achievement is good in English and there has been improvement in standards in all aspects of the subject since the last inspection that reflects the improved quality in teaching. The school has extended the opportunities for pupils to improve their speaking and listening skills through emphasis on using subject specific vocabulary and by good and frequently challenging questioning. In science, for example, pupils are encouraged to give clear reasons for their predictions and conclusions. Teachers model good language and the school provides opportunities for drama and debate. The school's very effective implementation of the group guided reading sessions has had a significant impact on improving standards in reading. By the end of Year 2 most pupils have developed a range of reading strategies, can read expressively and show appropriate understanding of characters and plot. Standards are not quite so consistent in Year 6 owing to uneven teaching in the previous year but standards are average, though pupils tend to choose from rather a narrow range of books. A remaining weakness is the underdeveloped library and pupils' skills in retrieving information as there are no regular planned opportunities to use the school library.

5. The school's effective implementation of the National Literacy Strategy has supported good achievement and improvements in writing. Pupils make good early progress in spelling owing to their knowledge of letter sounds. By the end of Year 2 they plan and develop their story writing, punctuate sentences and begin to use joined handwriting. Pupils in Years 3 to 6 develop their use of vocabulary and redrafting skills and their knowledge of writing in different styles and genres. They are given frequent opportunities to practise their writing skills in other subjects such as science, history and geography and are successfully using computers to present their work attractively and retrieve information from websites.
6. Pupils' achievements in mathematics are good overall and by the end of Year 2 pupils gain a good understanding of the number system and can explain the different methods they use to carry out mental calculations. By the end of Year 6, most pupils have a secure knowledge of place value and use this to carry out computations to, for example, solve problems involving fractions, decimals and percentages. All aspects of the curriculum are addressed well and pupils develop a good understanding of shape and measure. They practise mathematical skills in other subjects, such as science, that reinforces the importance of accuracy and make satisfactory use of information and communication technology. The school's intention to improve pupils' problem-solving skills, though very successful in some classes, is not yet consistent across the school.
7. Pupils' science skills are built up well from Year 1 and achievement is good owing to a consistent pattern of teaching where teachers develop pupils knowledge, understanding and investigative skills in an integrated way. As a result, pupils learn to think and to work with increasing independence and link their ideas to their own scientific knowledge. Teachers' high expectations result in good quality recording using text, tables, diagrams and graphs.
8. Although provision for information and communication technology has improved since the last inspection and pupils usually make good progress in their lessons in the computer suite, achievement across the school is satisfactory. This is because, in most lessons in the classroom, teachers give pupils insufficient opportunities to use computers. Teachers appropriately link most lessons in the computer suite to support learning in other subjects but although pupils achieve average or better standards on occasion, overall, their competence and capability varies considerably.
9. Achievement is good in religious education and has resulted in improved standards because pupils are now given better opportunities to reflect on what they are learning and relate this to their own ideals and beliefs. There has been similar improvement in history owing to clear learning objectives, effective use of interesting artefacts and the way teachers bring different periods such as the Tudors and Victorians 'to life' for the pupils. In geography achievement is good because of more interesting lessons with a variety of teaching styles that encourage pupils to be independent learners and have benefited higher attainers particularly. Pupils' achievement in art and design, design and technology, music and physical education is satisfactory.
10. Parents are very pleased with the progress that their children make and the school is now in a good position to continue to raise standards. Several initiatives that the school has put in place, such as in assessment, are not yet having a full impact and inspection evidence suggests that standards are rising as pupils move up through the school.

Pupils' attitudes, values and personal development

11. Attitudes are good; pupils appreciate their school and look forward to lessons and enjoy the activities. At the start of the school day, pupils are pleased to see their friends and the staff, and quickly settle into morning routines of the early morning tasks. Their positive attitudes make a good contribution to their personal development. There are no significant variations in the attitudes of any different groups of pupils. Most pupils with special educational needs display positive attitudes to learning. Pupils are proud of their school and want the community to share this pride and look after their new playground equipment. Pupils are keen to volunteer for tasks. For example talking to visitors about their School Council, taking registers back to the office and helping take out

playground equipment during break time. Pupils especially enjoy practical tasks in lessons; for example, the range of costumes brought from home and eagerly changed into over the lunchtime period for the Tudor afternoon was outstanding. Pupils could not wait to get started and thoroughly enjoyed the whole afternoon. Pupils listen attentively and enjoy answering questions, even if it is not always with the right answer. For example when asked 'What does a plumber do?' a reception child was quick to answer 'They pick plums!' Pupils enjoy school assemblies and appreciate when their fellow pupils have done well by, for example, listening attentively to five pupils who had had their poetry published and applauding their poetry readings. As a result of the school's good provision for pupils' personal development, pupils are learning to value the ideas of others and to work together well.

12. Overall behaviour is good. Over the past year there have been two pupils who have had a fixed period exclusion from school, but they are now responding well to the provision made for them by the school and integrating well in lessons. Teachers and teaching assistants manage inappropriate behaviour, by pupils with particular difficulties, skilfully so that there is little disruption and all pupils continue to learn effectively. At break times pupils engage in a range of traditional, modern and sporting games in the playground. The playground is friendly and busy. No element of bullying was observed during the inspection and pupils reported that they felt safe. There was no evidence of any racial harassment towards the pupils from ethnic minorities.
13. Pupils' personal development is good, reflecting the school's good provision for their moral and social development. They have taken the concept of a school's council very seriously and are keen to share the suggestions of their fellow pupils. In assemblies pupils are in charge of recorded music and the overhead projector. Pupils enjoy the range of games available to them in the playground and are to be seen co-operating in traditional games such noughts and crosses on the wall plaques, and hockey practice with a midday lunchtime supervisor. From the reception class, pupils respond well to the activity of tidying up and putting equipment away and this makes a positive contribution to lessons starting and finishing on time. Relationships in the school are good and have a positive effect on learning. Staff provide good role models for pupils with their support for each other. The good relationships in the class enable the sharing of ideas to be profitable and for question and answer session to be used well for revision, for example in a religious education lesson when going over the details of the family of Joseph and then linking this to the concept of belonging to a family, or school, or class. Pupils enjoy good relationships with their lunchtime supervisors and the teaching assistants, and this supports the good behaviour in the playground and the progress made in support groups.
14. Attendance is satisfactory and pupils' authorised and unauthorised absences are now in line with other schools of a similar type. Over the last year, both authorised and unauthorised absences have reduced from a short-term unsatisfactory level, although there has not been an overall improvement in attendance since the previous inspection. Most pupils are punctual and lessons start on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. There has been a very significant improvement in teaching quality since the last inspection when 16 per cent of teaching was found to be unsatisfactory. Owing to a clear focus and rigorous monitoring linked to support and training, teaching is now good overall. This improvement is making a strong contribution to the rising standards and promotes good academic and personal standards in pupils. No unsatisfactory teaching was seen but there is some difference between the year groups. In the reception class teaching was never less than good during the inspection and in one in three of the lessons it was very good. In Years 1 and 2 teaching in just over half the lessons was good or better. In Years 3 to 6 teaching in seven in ten of the lessons was good or better with one excellent mathematics lesson in the class for Year 5 and 6 pupils.
16. Teaching in the reception classes is consistently good or better because the teacher and support staff work together closely as a highly skilled team and because activities are planned well, are purposeful and have a clear learning focus. The involvement of parents in early morning activities,

the high expectations and the emphasis on promoting personal, social and emotional development promotes good learning from the moment the children enter school.

17. The quality of teaching is good in English, mathematics, science, religious education, and history. It is satisfactory, with examples of good teaching in all other subjects. Instances of very good teaching were seen in English, mathematics, science and history. A strong feature of teaching in all subjects is the way in which teachers, through good quality questioning promote thinking skills and encourage pupils to reflect on what they are doing and give reasons for their answers. This is helping pupils to develop good concentration and independence in their learning.
18. A very strong feature in nearly all lessons is the very good management of pupils. The teachers prepare and organise lessons well, creating a purposeful working atmosphere. The good relationships they maintain in their classrooms encourage pupils to work and learn co-operatively and to be supportive of each other. Pupils learn to interact well with each other and adults. Pupils also develop the confidence to express their thoughts and ideas as they know these are valued and they can ask and receive help when it is needed. This means that a very high proportion of time in nearly all lessons is clearly focused on pupils' learning. Teachers have clear learning objectives for lessons and discuss these with pupils. They are frequently displayed at the front of the class and used for reinforcement. This means that pupils know what is expected of them and together with the reviews held at the end of most lessons it increases their understanding of the purpose of their learning,
19. The school meets the needs of most pupils effectively as teachers know their pupils well and keep detailed records of their progress. Teaching promotes the learning of average and higher attaining pupils well. Higher attaining pupils are challenged appropriately and average attainers often learn very well. Teaching of pupils with special educational needs, by the trained teaching assistants, in small groups withdrawn from the classroom is good and makes a significant contribution to the development of literacy and numeracy skills. However, there is a weakness in some lessons in that the needs of lower attaining pupils or those with special educational needs is not identified in lesson planning and tasks are not suitably modified to enable them to learn easily. The activities, methods and approaches are not matched precisely enough to the particular pupils' difficulties. The support from the good quality teaching assistants is therefore not as effective as it could be as it is focused on these pupils completing the same work as others rather than building on their prior knowledge and skills.
20. At the time of the last inspection, the teaching of English and mathematics was judged unsatisfactory. There has been very good improvement and it is now good. In both subjects teachers make effective use of their good subject knowledge. In English and literacy lessons they question pupils effectively and this is developing their speaking and listening skills well. In most lessons teachers draw well on the ideas and experiences of pupils to develop their understanding. The effective implementation of the group guided reading session in all classes promotes good achievement in reading. The variety of writing activities that teachers provide ensures that good learning frequently takes place. There are areas for development such as better teaching of library skills and further use of information and communication technology.
21. Teaching in mathematics and numeracy is also good because teachers are confident and make good use of the structure of the National Numeracy Strategy. In the best lessons the oral and mental sessions strongly promote pupils' ability to calculate mentally and develop mathematical strategies. The lively pace means that pupils work productively, develop their mathematical thinking using appropriate vocabulary and acquire new knowledge quickly. The activities give pupils opportunities to practice their skills and develop independence. The excellent mathematics lesson seen was inspirational Teachers provide pupils with good opportunities to practise their literacy and numeracy skills in other subjects.
22. The teaching of information and communication technology is not yet so effective though it is satisfactory and sometimes good. Lessons in the computer suite develop pupils' skills well though the confidence and competence of teachers varies. However, teachers' use of computers in the classroom is underdeveloped. In many lessons, including science, geography, history and

religious education teachers make imaginative use of interesting artefacts and other resources to stimulate pupils' interest and broaden the range of learning. Teachers similarly use visits by pupils and visitors to the school effectively in several subjects. An area for development is for teachers to extend this further in lessons in art and design and music in order to promote pupils' cultural development more effectively.

23. Through interaction with pupils during lessons and effective questioning teachers assess pupils' progress well in lessons. The new improvements in marking procedures noted in the last inspection have been maintained, resulting in consistently useful comments in pupils' workbooks that clearly show pupils what they need to do to improve their work and help older pupils to understand what level they are attaining.
24. The very good teaching and the excellent lesson seen were characterised by the enthusiasm of the teacher that motivated pupils to make very good effort because of the clarity of the objectives, stimulating activities and the full involvement of pupils in their learning. For example, in science lessons for both younger and older pupils they were challenged well intellectually, learned the importance of accurate measures and the application of scientific knowledge. In the lessons that were satisfactory rather than good, this was because the pace slowed at times or the balance of time for the different parts of the lesson was not maintained. The over-riding reason was that the tasks were too uniform and not matched well enough to the needs of some of the pupils.
25. The homework that teachers provide is well organised and develops good habits as it encourages pupils to take responsibility for their learning, being linked well to work in class. It builds appropriately as pupils become older. For example, children in the reception class have been practising letter sounds so far and are now beginning to take a worksheet. Pupils in Year 2 have weekly spellings and, for example, practise of measuring length using centimetres that is matched to their prior attainment. Older pupils have homework books that provide a useful record and each week the work includes literacy, numeracy and work from another subject. The number of days allocated is on a regular basis in each class so that both pupils and parents know when the work should be finished.

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

26. The school provides a good range of learning opportunities that are relevant to the needs of the pupils. All subjects of the National Curriculum and religious education are taught and all meet statutory requirements. There is an act of collective each day that also meets statutory requirements and contributes to pupils' spiritual development. There has been good improvement since the last inspection. There is now appropriate time allocated to all subjects and teaching time meets statutory requirements.
27. Planning of the curriculum is very good in the reception class and provides a well-balanced and broad curriculum. In Years 1 to 6 the planning is not always fulfilled as some lessons are too short for effective learning to take place. However, the breadth and balance of the curriculum is satisfactory overall. The school has intends to review its curricular plans later this term.
28. The National Strategies for Literacy and Numeracy have been implemented well and are making an effective contribution to the rising standards in English and mathematics. Good cross-curricular links are being established, for example, literacy and geography, history and mathematics.
29. There has been satisfactory improvement in provision for pupils with special educational needs since the last inspection. All these pupils have individual education plans with targets that are now specific, measurable and achievable. Although pupils receive good support in small group teaching by trained teaching assistants, the work in the classroom is not matched sufficiently to their prior learning and this is a weakness in the provision. The learning opportunities in this school are accessible for all pupils including those with special educational needs and those from ethnic minorities.

30. The school makes good provision for pupils' personal development. A programme of personal, social and health education has been established and is taught well. Sex education and drugs awareness are appropriately addressed in specific lessons. The residential visit for the oldest pupils contributes very well to their personal development as it provides them with challenges in mountain walking, gorge scrambling and caving that develop their self-confidence. A good range of visits, especially linked to science, history and geography, visitors from the community and further afield, enhance the learning opportunities. A satisfactory range of clubs at lunchtime and after school such as gymnastics and football contribute to pupils' social development. Clubs vary from term to term and have been affected by the changes in teaching staff.
31. The school makes good use of the local and extended community to improve pupils' education and opportunities. Work on developing the school playing field is actively seeking out members and groups in the community that can give expert advice and show the best use that can be made of this facility. The school takes every opportunity it can to celebrate the work of the pupils in the local newspaper, through the work of one of its parent governors. The local community is giving good support to the planned auction of promises for the coming year, and local residents attend many of the parent teacher association fund raising activities. The school has close links to the local Baptist Church, whose minister frequently takes assemblies in the school.
32. The provision for pupils' spiritual development is good. Many of the displays in school encourage pupils to reflect on what is around them and also to celebrate what they and their friends have achieved. There are daily assemblies, either as a whole school or in classes. Through stories, poetry and singing, these enable pupils to reflect on their own lives and to follow the major festivals of the Christian faith. Where an opportunity to share in something special is observed by teachers, for example when a 'web of friendship' woven from a criss-cross of string between friends in the class circle was held up to view, pupils were amazed and astonished by the intricate pattern they had created, and encouraged to wonder at it by their teacher.
33. The school makes good provision for the development of pupils' moral awareness. School and class rules focus on developing tolerance, self-confidence and respect for others. The current assembly and school theme of 'Working Together', emphasises the need to observe these rules to create a positive ethos in the school. Circle times (where pupils sit in a circle to talk about key themes) provide a good opportunity for pupils to explore and discuss moral issues. Pupils have been involved through discussion in developing class, school and playground rules, such as not damaging the new playground equipment and holding doors open for others. They understand the rules and the need for them.
34. Social development is promoted well. The school ensures that there are good opportunities for pupils to work together outside the classroom, during break and lunchtime and during special events such as the Tudor Afternoon, or the residential visit for Year 6 pupils. Because good social behaviour is acknowledged and rewarded by the staff, as in the Sharing Assembly, pupils begin to recognise and understand when they have behaved well in a social situation. Pupils have contributed to the school rules and through the school council are given the opportunity to make a choice about priorities for school development. Pupils are also encouraged to support charitable causes and they enjoy the visits of notable characters from the past, such as 'Dr Barnardo' to raise their awareness of homeless people, and then find out what they can do to help, for example by providing essential food items at harvest festival. Although there are only a few after school activities, the sewing club is providing its members with the socially valuable task of making Christmas decorations for the reception class.
35. Through religious education pupils have opportunities to learn about world faiths and the cultures associated with them. A few visitors from other faiths help to reinforce pupils understanding, while displays such as the creation of a Sukkah in the entrance hall, not only mirror a Jewish ancestral home, but also link the Sukkat (the Jewish harvest festival) to festivals celebrated around the world. Visiting artists and performers work with pupils, for example creating a drama and music performance of The Hobbit. There are a number of opportunities for teachers to ensure through subjects such as art, music and literacy that pupils have some understanding of their own and

other cultures, but this has not yet been developed fully across the school. A multi-cultural coordinator has been appointed since the previous inspection, and the provision is now satisfactory, which is an improvement since the previous inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Overall the school takes good care of its pupils. Staff use their good knowledge of pupils, alongside the school's personal and social health education policy, which was not in place in the previous inspection, to monitor and guide pupils' personal development, both formally and informally. Pupils' efforts and attitudes are monitored by each class teacher, and may lead to an award or mention in the weekly Sharing Assembly. Pupils' achievements are celebrated and shared amongst the whole school to serve as an example of what can be accomplished. For example, pupils who had had their poems published in print, read them out to a whole school assembly on National Poetry Day. The opinions of pupils are also now monitored by the concerns and suggestions brought to the attention of the school council, for example, in suggesting that a tuck shop, specialising in healthy food, would make a good contribution to school life. Good care is taken over the induction of pupils with the first focus of a new pupil's school life being on their personal development and the building of their confidence in class.
37. Child protection procedures are well organised, understood and shared by all staff. They are in line with the requirements of the local area child protection committee. The headteacher is the designated person, but the deputy headteacher, and a teaching assistant in the reception class also share responsibility. The latter is responsible for the 'School Start ' link between home, school and a local playgroup. Weekly staff business meetings are used to highlight any possible areas of concern and the headteacher also has responsibility in the school for 'looked after children'. The school recognises the value of such times in the school as circle time (where pupils sit in a circle and take turns to talk) as occasions that may highlight any personal problems that are worrying pupils.
38. Health and safety procedures follow the guidelines set down by the local education authority. The school has revised and improved its procedures since the previous inspection. Regular safety checks are carried out on fire fighting, portable electrical and physical education equipment, and through the auspices of the governors' health and safety committee, routine safety checks and risk assessments of the whole school premises are carried out. There are six trained first aiders in the school and any necessary attention required for minor accidents in school is dealt with efficiently.
39. Overall the monitoring and promoting of attendance is satisfactory. Office staff are vigilant and conscientious in following up the reason why pupils are away from school. However, parents and teaching staff do not always let the office staff know why a pupil has been absent. During the course of the inspection the office staff introduced a signing in and signing out book for pupils, to improve the school's knowledge of the whereabouts of pupils at all times, and to monitor the unpunctuality of a small number of pupils. The school works closely with the local education welfare service and makes good use of its optical mark reader registration system, to identify those pupils with below average attendance.
40. There are good procedures in place to monitor and promote good behaviour and discipline and to make sure that there is no bullying. Each class has its own, highly visible, set of rules on the wall. The systems of rewards and sanctions (loss of time) for Golden Time used by the school to promote good behaviour are effective because pupils understand them and because they feel they are fair. Where the school feels that its day-to-day approaches to discipline are not working, the behaviour co-ordinator will arrange for a time-out session or change of class for a short time for a pupil who is not cooperating with the school's disciplinary procedures. The school also engages the support of the Behavioural Support team or parents to identify the most effective way of promoting a pupil's good behaviour. For example a series of cards may be used to let a pupil know how far from the bounds of acceptability their behaviour has strayed, or a behaviour book/contract can be drawn up between home, school and pupil. A range of rewards, awards and certificates, given variously in Sharing Assemblies or by the midday lunchtime supervisors, and the vigilant

eyes of the school council members in helping to promote playground behaviour, provide the school with a broad range of effective monitoring procedures for ensuring good behaviour.

41. The school identifies the special educational needs of pupils well and tracks their progress carefully. Pupils' individual education plans give a clear indication of the support the school is providing and indicate what parents/carers and the child can do to help achieve the targets.
42. There has been good improvement in the effectiveness of the school's assessment and monitoring of pupils' academic performance since the last inspection. The school has further developed and extended its range of performance information, including analyses of assessment and test results and pupil tracking information. This has resulted in better identification of pupils who require extra support and evaluation of the effectiveness of that support in raising achievement.
43. Individual targets are discussed with all pupils and set for English, mathematics, science and personal development. These are reviewed half-termly. The quality of these targets is variable; many are clearly focussed and have a positive impact on raising standards. However, some teachers do not make targets specific enough to be useful. The quality of reading records is much better than it was at the time of the last inspection and the guided reading assessments provide teachers with good information on pupil progress in reading. The school has introduced a Record of Achievement for each pupil. Several examples of pupils' work in writing, mathematics and science are included each year with annotated assessments providing clear evidence of attainment and progress. Work from other subjects is also chosen, in consultation with pupils. These, together with reports and assessment information, provide a good picture of pupils' development during their years in school and are shared with parents.
44. The school has still not fully addressed the issue of teachers' use of assessment information to inform the next steps in learning. Activities and tasks in lessons are often not sufficiently varied for groups of pupils of differing prior attainment. In particular, the needs of lower attaining pupils, who receive good support in group work when withdrawn from lessons, are not always met in class lessons. This is reflected in teachers' short-term planning which often identifies the same activity for all the pupils in the class without taking into account their different levels of knowledge and understanding.
45. The assessment of pupils' attainment and progress in subjects, other than English, mathematics, and science, is at varying stages of development. There are no coherent whole school assessment procedures that are linked to the units of work in each subject to enable teachers to identify pupils who need extra support or challenge. The assessment co-ordinator recognises that the school needs to develop manageable assessments, linked to teachers' lesson evaluations, which will inform their planning.
46. The assessment co-ordinator provides strong and effective leadership and manages the range of assessment procedures well. She has developed a clear understanding of the strengths and weaknesses in teaching and learning from her analyses of performance information and has shared this with staff. She monitors the implementation of assessment procedures effectively and provides appropriate support when required. However, with a number of new staff and many new initiatives in assessment, pupil tracking and target-setting arrangements, ensuring consistency in the implementation of these developments is still a priority.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

47. Parents' views of the school are good and they provide good support for the work of the school. Although only a small number returned the questionnaire, further evidence was gained from discussions with parents and parent governors during the inspection. Parents are pleased that their children enjoy learning, coming to school and are enthusiastic about their lessons. They are also pleased about the nature of relationships in the school, for example, they see, and approve of, the care that older pupils take of younger pupils and that the school encourages this attitude of mind. Overall, most parents think that pupils behave well in school, although they accept that the behaviour of a few pupils may give rise to some concern. However, they support the school's way

of handling these problems, and are pleased to note that the school encourages school council members to play their role in sorting out minor problems.

48. A few parents express some concerns over the setting of homework, as not all are convinced as to its value or feel that the appropriate amount is set for the needs of each class but inspectors judged that the school's arrangements for homework were good. Parents are pleased, however, with the level of information they receive from school, especially in annual written reports on their children's progress, and overall, they do not have any problems about being able to talk to teachers when they feel it is necessary.
49. The school works very hard to keep parents informed about what is happening in classes, the work pupils are doing and what the school expects parents and pupils to do to achieve the targets that are set for pupils. Around the school, on notice boards, classroom doors and in regular newsletters to parents, information flows from the school to parents. Each morning, before the start of the official school day, an early morning task is set out in classes for parents of children up to Year 2, to either help their children with or to observe what they are doing. Pupils up to Year 6 are expected to be working independently, but their parents can still look at what they are doing.
50. The school accepts that working parents may not have the time to come in before and after school to see what is on offer, but the opportunity is there. A room in the school, 'The Den', is set aside for parents to use as their base, and the bundles of Story Sacks made by parents, notices for the parent teacher association, and requests to parents to call in on open afternoons, are evidence of the good use that the room is put to by various parents. Homework/reading bags are available for pupils and this has helped the provision of homework and reading to be valued more by parents and pupils. Overall, the contribution of parents to children's learning is satisfactory.
51. At the same time that parents receive their child's annual written report, they can also take home their child's record of achievement for a fortnight to look in detail at key examples of work. Reports meet statutory requirements, are very informative and personal to each pupil. The school recently sent out a questionnaire to parents on homework, in an effort to find out their views and look for different ways that parents might be involved in their children's learning, as the school perceives that a number of parents are still reluctant to be drawn in more fully. Workshops and booklets, for example on literacy and phonics, are open and available to parents, and the parents of the youngest pupils in school, are able to stay with their children in reception, for as long as it takes to settle them when they first come to school.
52. Parents are informed as soon as the school has a concern about a pupil's special educational needs. They receive a copy of their child's individual education plan and are invited to the meeting when it is reviewed and the new targets are set. This is an improvement since the last inspection as is the level of information the school provides that is now very good. The school works hard to develop and strengthen its good links with parents and encourage their involvement with their children's learning. Parents feel that the school is now much more cohesive and clear about where it is going.

HOW WELL IS THE SCHOOL LED AND MANAGED

53. Overall management at the school is good with some very good features and an improvement on that reported at the time of the last inspection. The leadership of the headteacher and key staff is very good. The headteacher is very committed and focused on further improving all aspects of school life. For example, he is very supportive of his staff, but also carries out effective and rigorous monitoring of performance and procedures. This is already having a positive influence on the standards being reached by the pupils. He also effectively delegates to other members of staff and allows their individual skills to impact well on their areas of responsibility.
54. The deputy headteacher has a significant complementary role. She has a number of key curricular responsibilities including the management of science and assessment. During the current academic year she has no class commitment but, among other things, has the brief of working

alongside teachers, many of whom are new to the school, to support the raising of standards and further improve the quality of teaching. This strategy is already proving successful.

55. There is an effective senior management team that comprises the head, deputy and key stage managers. It meets each half term to consider emerging issues and to plan ahead in significant areas. These appropriately include staff training, curricular targets and strategies for developing pupils' basic skills. Individual members of the senior management team have specific all through school functions such as sharing the overall responsibility for pupil discipline. The key stage managers additionally chair phase meetings, monitor overall planning and act as sources of communication.
56. Subject co-ordinators are very well informed and have a significant role in monitoring planning, teaching and standards in their areas of responsibility. The literacy co-ordinator, for example, has analysed performance information and taken appropriate action; an example of this being the decision to modify the provision for teaching writing skills to boys in Years 3 to 6 in order to improve the standards they were reaching. All co-ordinators have time made available to them each term to support teachers in lessons, monitor teaching and planning and develop assessment portfolios. Even very recently appointed co-ordinators have already audited their areas of responsibilities and identified areas for further improvement. The current well – developed role of the co-ordinators is a significant improvement since the time of the last inspection when it was judged to be unsatisfactory and a key issue. Overall, monitoring of teaching and provision is now good.
57. The role of the governors is also stronger than at the time of the previous report. The governing body is supportive and understands the needs of the school well. Several individual governors, including the chair, are regular visitors to the school to help in class or to discuss their areas of special interest with co-ordinators. Many have visited lessons on a timetabled basis and reported their findings back to the full governing body. They have also recorded their observations in written form. The governing body is also kept well informed by the headteacher and by other members of the school staff, including co-ordinators, who regularly provide presentations on developments in their subjects and areas of responsibility. The overall efficiency of the governing body is enhanced by a number of active committees that meet regularly to review specific areas of the school's provision such as curriculum, premises and finance, and report their findings back to full governing body meetings. The governing body satisfies its statutory requirements well.
58. The management of special education needs is now satisfactory as there have been improvements since the last inspection. The targets on individual education plans are specific and measurable and are reviewed regularly. The school has a lot of really useful data but it is not easily accessible and the present paperwork makes it difficult for other professionals to track pupils' progress. However, the school diligently and conscientiously assesses these pupils' progress. The deputy head supports the special needs co-ordinator very well in this task and there is useful liaison with the governor with specific responsibility as she has expertise in this area.
59. The school development plan is a relevant and practical working document whose construction and review involves staff and governors at appropriate stages. Its targets are a good reflection of most of the school's current priorities and needs. Despite difficulties in recruitment, the school has a policy to ensure the appointment of good quality staff. Newly qualified teachers are very well supported. There is a staff handbook and extra measures in place to support the induction of other new staff. Procedures for performance management are well established with targets linked well into the improvement of the school. Strategies for financial planning and monitoring are good in practice. The finance committee of the governing body is suitably involved, and relevant expert support and advice is purchased from the local authority. Terms of reference for the finance committee and for delegation of spending to the headteacher are in place, but these are very out of date and in need of urgent review. Also there is no recent overarching policy to define the varying individual and corporate responsibilities for all areas of financial responsibility and administration. There has been no recent local authority audit, but issues raised in the last one have been fully addressed. The school makes appropriate use of specific grants.

60. The school has good regard for the principles of best value. It consults pupils and parents on relevant issues; recent examples of this being a questionnaire on the provision of homework and a consultation exercise on changing the times of the school day. It compares its performance with similar schools both locally and nationally and takes action where appropriate. The costs of services are regularly reviewed. All major purchases are only made after obtaining several quotations and judging these in terms of quality as well as cost. Improvements to the school playground and building improvements are recent examples of this. Routine administration is good with satisfactory and increasing use of technology. The school does not suffer from any inappropriate bureaucratic demands. The school is well staffed and all staff have a very high level of shared commitment to further improvement and the capacity to achieve this. Accommodation is satisfactory overall and well maintained, with the school having recently made considerable and successful efforts to improve the quality of the external environment. Resources for learning are sufficient overall, with strengths in those available to support history. However, the school is aware that the library contents and its organisation need reviewing. Good progress has been made in addressing the significant number of issues raised by the last inspection. This is now an effective school that promotes inclusion and a positive ethos for learning; it provides good value for money

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to continue to improve standards and quality, the governors, headteacher and staff should:

- a. Raise standards in information and communication technology by: ***
- Providing further training for teachers;
 - Clearly stating the expectations for each year group and further developing assessment procedures;
 - Making better use of computers in the classroom
- (paras: 2, 8, 22, 100, 116, 122, 128, 129 – 136, 141, 148, 154)

- b. Make better use of the good assessment and tracking procedures by:
- Ensuring the consistency of teachers' implementation of the existing procedures
 - Using assessment information when planning the next steps in learning for each pupil;
 - Ensuring pupils' short term targets are always specific and easily measurable;
 - Developing a coherent approach to the assessment of the foundation subjects
- (paras: 3, 19, 44 – 46, 83, 84, 91, 99, 115, 126, 145, 154)

- c. Review the contents, organisation and use of the school library ***
- (paras: 4, 60, 78)

62. In addition to these, the school should consider the following item for inclusion in its action plan:

- Increasing pupils' understanding of their own and other cultures through exposure to a wider range of art, crafts and music
- (paras: 35, 110, 143)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	16	38	22	0	0	0
Percentage	1	21	49	29	0	0	0

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

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)	-	245
Number of full-time pupils known to be eligible for free school meals	-	25

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		45

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	14
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	7.2

Unauthorised absence

	%
School data	1.0

National comparative data	5.6
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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	12	15	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	12
	Girls	12	15	14
	Total	21	24	26
Percentage of pupils at NC level 2 or above	School	78 (70)	89 (83)	96 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	12	11
	Girls	12	11	9
	Total	21	23	20
Percentage of pupils at NC level 2 or above	School	78 (78)	85 (88)	74 (88)
	National	(85)	(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	18	23	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	18
	Girls	20	19	20
	Total	37	36	38
Percentage of pupils at NC level 4 or above	School	90 (56)	88 (38)	93 (82)
	National	75 (75)	73 (71)	86 (89)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a (64)	n/a (59)	n/a (90)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	204	2	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	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	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	6	0	0
No ethnic group recorded	1	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)	11
Number of pupils per qualified teacher	19.83
Average class size	23.8

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	150

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Financial information

Financial year	2001 - 02
	£
Total income	550,267
Total expenditure	561,043
Expenditure per pupil	2,255
Balance brought forward from previous year	48,723
Balance carried forward to next year	37,947

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	245
Number of questionnaires returned	10

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	50	0	0	0
My child is making good progress in school.	50	50	0	0	0
Behaviour in the school is good.	20	80	0	0	0
My child gets the right amount of work to do at home.	10	90	0	0	0
The teaching is good.	40	60	0	0	0
I am kept well informed about how my child is getting on.	20	60	20	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	30	0	0	0
The school expects my child to work hard and achieve his or her best.	50	50	0	0	0
The school works closely with parents.	10	70	20	0	0
The school is well led and managed.	50	30	10	0	10
The school is helping my child become mature and responsible.	50	40	0	0	10
The school provides an interesting range of activities outside lessons.	10	20	40	10	20

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

63. In the reception classes the broad, balanced and relevant curriculum together with the consistently good quality of teaching ensures that children have a very good start to school. The school has successfully addressed the weaknesses in resources highlighted at the last inspection. There are very good home-school links; for example School Start, early morning activities in which parents and carers are involved with their child's learning, and the workshops for parents, which are held during the morning in the first half term. As a result of the family literacy strategy a group of parents meet in school regularly to make story sacks that are used to improve pupils' literacy skills. All these initiatives make starting school a pleasurable experience for children and their parents.
64. Children start school in the September after their fourth birthday, either full or part time. Most have had some pre-school experience at local playgroups. Children's attainment on entry is below that expected nationally especially in the development of their numeracy and literary skills. The very well planned curriculum means that children are presented with stimulating learning experiences resulting in well-motivated learners.
65. Teaching is good overall and often very good. The teachers and teaching assistants are very skilled at promoting personal, social and emotional development. Expectations are high; all adults treat children in the same way so that they feel safe and secure and this provides a very good learning environment. Within a few weeks these children make choices and take some responsibility for their own learning. Standards seen in the last inspection, in all aspects of work in the reception classes, have been maintained despite changes in staff and organisation. Children are likely to attain the early learning goals in their personal, social and emotional development, knowledge and understanding, creative development and physical development but very few are likely to exceed them. The majority are likely to be close to the average standards in communication, language and literacy and mathematical development.

Personal, social, emotional development

66. This area is given a very high profile in the first few weeks so that by half term children are familiar with school routines and they meet the consistently high expectations for behaviour set by all adults. They are confident active learners. Most children have established good relationships with their teachers and other adults who work alongside them. They relate very well to each other, playing and working independently and in small groups. They are encouraged to be independent, for example, when getting changed for physical education, dressing up in the role-play areas, getting out materials and putting them away again after use, being responsible for their own belongings. They listen very well, follow instructions and take it in turns to speak. The teaching for this area is consistently good and results in good achievement. All adults provide very good role models by treating each other and the children with courtesy and respect. Children with special educational needs are very well supported. As a result of this good provision it is likely that most children will attain the early learning goal in this area by the end of the year.

Communication, language and literacy

67. Although children start school with skills below those expected for this age group they make good progress as a result of effective teaching in this area and therefore it is likely that most children will be close to attaining the early learning goals by the end of the year. Their achievement is good. Adults give the children good opportunities to develop their speaking skills, for example when describing objects, such as a stone or a shell, describing the similarities and differences between two children, describing an object without mentioning its name. Children enjoy sharing books as a class, in pairs and with an adult. They are associating sounds with letters and have already learnt twelve sounds this term. They can suggest appropriate words that begin with these sounds and are learning to form these letters correctly. This important skill is taught very well in small groups

so that correct letter formation is established from the earliest days. Children also practise writing in play activities, for example, by making a letter card for the opticians. Adults question children skilfully, encouraging them to answer in full sentences. The high level of interaction between adults and children extends children's vocabulary and gives good opportunities for children to express their ideas.

Mathematical development

68. Children's mathematical development is below that expected. Very few can count everyday objects to ten. However, as a result of good teaching they are confidently matching numbers one to five to groups of objects. They recognise and match two-dimensional shapes such as a circle, square, rectangle and triangle. The higher attainers can describe some of the features of these shapes. Children enjoy singing number songs that involve counting on and counting back. Teachers link areas of learning together well; for example, children make sponge print pictures using shapes. As a result of the good teaching, children's achievement is good and most are likely to be close to attaining the early learning goals by the end of the year.

Knowledge and understanding of the world

69. Children's achievement is good in this area. They are beginning to understand how they have changed over time and have made a class book 'Then and Now'. They have made comments; 'I used to drink from a bottle, now I drink from a cup.' They look and talk about artefacts and draw the modern equivalent, such as a carpet beater and a vacuum cleaner. They look at a range of materials including conkers, pebbles, shells, cones and pasta and sort according to whether they are rough or smooth. Children use the computer competently to reinforce their learning developing mouse control and sequencing skills as they dress teddy appropriately for the weather conditions. Teachers' planning shows the intention to offer many stimulating experiences to children to enable them to attain the expected standard in this area of learning by the end of the reception year.

Physical development

70. Children in the reception classes have frequent opportunities to use the safe secure outside area where they can play with a wide range of wheeled toys to develop their balance and co-ordination and their personal and social skills. They also have a weekly session in the hall. They demonstrated above average skills in a movement lesson based on the story 'The Bear and the Scary Night'. They listened very attentively to the instructions and responded appropriately to the music. The high level of adult support that acted as very good role models, made a significant contribution to the quality of movement achieved. In the classroom children have daily opportunities to develop sound manipulative skills when playing with construction sets, puzzles, cutting and sticking. As a result of the relevant curriculum and good teaching children achieve well and are likely to attain the early learning goals for this area by the end of the year.

Creative development

71. In the reception classes the children have daily opportunities to engage in role-play and this also helps to develop their speaking skills. They have a range of opportunities to paint, print and make collage pictures. They have used clay to make tiles for a display in the hall. They sing a repertoire of songs and are beginning to play and learn the names of percussion instruments, for example, claves, maracas, tambourines, and Indian bells. Personal development is promoted very strongly through this area; children frequently choose their activity, get out what they need, work in a small groups and share ideas. As a result of good direct teaching and opportunities for children to reinforce their learning through self-initiated activities they achieve well and are likely to attain the early learning goals by the end of the year.

ENGLISH

72. Standards in this subject have improved significantly since the last inspection and are now average by the end of Year 2 and Year 6. Achievement is good in relation to pupils' attainment on entry to school. The progress of different groups of pupils such as boys, girls, and pupils with special educational needs is equally good.
73. The school has implemented the National Literacy Strategy framework well. There are effective procedures for identifying pupils who require extra support. This is delivered mainly in withdrawal groups, using national intervention strategies and focused language teaching and has made a significant contribution to rising standards. Analyses of pupils' performance in tests has informed the work of the school well and raised the quality of teaching and learning.
74. Standards in speaking and listening are better than they were at the time of the last inspection and are now above average by the end of Year 2 and average by the end of Year 6. The school has improved the opportunities for pupils to develop these skills. This has had most impact in the lower part of the school. By the end of Year 2 most pupils are confident and articulate speakers. They listen well to each other and to their teacher. They use their speaking skills well to evaluate their work at the end of lessons in many subjects other than English. For example, Year 2 pupils used a wide vocabulary when describing their choices for mixing colours in art. Good questioning by teachers promotes pupils' speaking and listening skills and improves their vocabulary. The Year 2 teacher followed up a pupil's good response with another question, "When you're anxious, what happens to your body". This resulted in expressions such as "my face went red" and "I felt hot all over", demonstrating good creative contributions from pupils who are not yet seven.
75. Pupils in Year 6 are less articulate for their age but are making good progress and are extending their vocabulary through presenting and commenting on their work and responding to challenging questioning by teachers, for example, in science. Opportunities for drama and debate, such as the visit to the local council chamber where pupils presented a debate, make a good contribution to developing their skills. Teachers model good examples of language that show pupils how to improve. Year 5 pupils had a visit from a member of staff acting as a Tudor thief. She provided an excellent example of dramatic dialogue and then encouraged the pupils to ask pertinent questions. Pupils are keen to contribute in lessons and to share their ideas when developing a story together.
76. Pupils' standards in reading are average and this is an improvement from the time of the last inspection. The group guided reading session, which is an important element of the National Literacy Strategy, has been implemented exceptionally well. Teachers ask effective questions, which develop pupils' vocabulary, knowledge and understanding of aspects such as plot and characterisation, and they keep useful assessment records. Teachers plan a specific focus for each day's reading session, which is made explicit to pupils, and they provide time for a short feedback at the end. This effective strategy ensures that pupils who are not heard reading that day by the teacher still have a clear learning focus for their independent reading.
77. By the end of Year 2 most pupils read expressively. They talk about the story and characters, showing appropriate understanding. Pupils use a range of strategies to help them work out unknown words and have satisfactory knowledge of letter sounds to help them build words. Most of the oldest pupils in the school are reasonably confident readers, although a current school priority is to improve standards of reading in Year 6 to ensure more consistent levels of attainment between pupils who were in different classes last year. Year 6 pupils usually recognise the errors that they make when reading and use contextual clues to self-correct. Pupils can discuss the book that they are reading, offering opinions about characters and plot. Pupils select their books from the classroom or bring books from home. This sometimes results in a narrow selection of texts with a heavy emphasis on fantasy and adventure stories. Relatively little non-fiction and poetry is read by choice although these are covered in the teacher directed work. Pupils maintain reading records and are encouraged to make evaluative comments about what they have read.
78. Pupils have underdeveloped library skills and the school library is an under-used resource. This is an issue that is outstanding from the last two inspections and requires improvement. Pupils, who visit the local library with their families, recognise the library classification system. Other pupils have little idea about accessing information from the library. Pupils use information texts in their topic work and most have the skills to look up information from a book and scan for the main

points. Although classroom book resources have improved since the last inspection and now provide a satisfactory range of reading material, the library is unwelcoming with a high proportion of old book stock that is not well presented. There are no regular planned opportunities for pupils to use the library and to develop skills in retrieving information. As a result, this aspect of pupils' reading development is constrained.

79. Attainment in writing has improved since the last inspection and standards at the end of Year 2 and Year 6 are broadly in line with those expected nationally. The youngest pupils can identify rhyming words and use their knowledge of letter sounds well to spell simple 3-letter words. Pupils make good early progress in spelling and, by Year 2, pupils identify spelling patterns such as 'o-e' in 'zone' and 'suppose'. Pupils of this age are able to plan and develop their story writing to include a beginning, middle and end. Many use quite complex vocabulary such as 'I was anxious.' They punctuate sentences with full stops and some are using exclamation marks and speech marks accurately. Most pupils write legibly and are beginning to use a joined handwriting style. Higher attaining pupils support their independent spelling by using simple dictionaries.
80. By Year 6 most pupils write in a legible joined hand. They have a good understanding of grammar conventions and spell most common words accurately, although there are quite a high number of careless spelling mistakes in pupils' work. Pupils are given good opportunities to develop knowledge of writing in different styles such as instructions, play scripts, reports and poetry. They have extended their range of vocabulary, using words such as 'whispered', 'retorted', 'commented' instead of 'said'. Pupils are developing effective redrafting skills to improve their work. Older pupils contributed to the local authority poetry book last year and produced some sensitive and thought provoking work.
81. Work in other subjects is often used to support writing development. For example, Year 3 pupils used a painting of Victorian life as the starting point for a play script and Year 5 pupils practised their note-taking when listening to the account of a Tudor thief. Information and communication technology is used to support language work at times. In Year 4 pupils developed a set of instructions on paper and then used to computer to set out the instructions in a more interesting format, using different sized fonts, bullet points, bold and underlining. Pupils retrieve information and make notes from web sites. The range of texts studied and books read make a sound contribution to pupils' cultural development.
82. The quality of teaching is good overall and sometimes very good. This is much better than at the time of the last inspection. Teachers use very effective strategies for teaching reading and spelling which provide a clear learning focus that is explained well to pupils. Teachers are generally very successful in providing interesting stimuli for writing, which enthuse and motivate pupils, such as the teacher dressed as a Tudor thief who recounted her life. The best teaching is characterised by clearly defined high expectations with examples that are modelled by the teacher and reinforced in lessons by sharing good examples of pupils' work. Teachers manage behaviour well and have good relationships with the pupils in their class, resulting in a positive working environment in which pupils concentrate well and try their best.
83. Teachers are generally less confident in modifying work appropriately within the class to meet the differing needs of pupils. The extensive range of information from performance data and the analysis of pupils' work and assessments does not always adequately inform the day to day planning of work for individual pupils, particularly those of lower attainment. While pupils with special educational needs have work that is well matched to their requirements when withdrawn from the classroom for specific literacy support, the pitch of work within class lessons is less successful. Too often, lower attaining pupils are given the same task as the average and higher attaining pupils but lack the knowledge and skills to achieve it without a high level of adult support. As a result, these pupils sometimes do not make as much progress in lessons as they should.
84. Teachers set individual short-term learning targets that are discussed with pupils and reviewed at least every half term. When these are specific, they make a good contribution to the quality of teaching and learning. However, some teachers set targets that are too vague and therefore not easily evaluated. The target-setting process would benefit from further development and refining to

ensure a consistent approach. Marking procedures are good. Teachers mark work regularly with helpful suggestions for improvement. As pupils get older, they are sometimes given an indication of the National Curriculum level at which they are working and what they need to do to raise their level of attainment.

85. The English co-ordinator provides strong and enthusiastic leadership. She has a good understanding of the strengths and areas for development within the subject and monitors and supports her colleagues well to raise standards of teaching and learning. She makes good use of performance information to track pupils' progress and to evaluate the effectiveness of support strategies. Many of the initiatives that she had just introduced at the time of the last inspection have now been implemented more consistently and are having a positive impact on standards.

MATHEMATICS

86. Standards in mathematics at the time of the last inspection were judged to be broadly average at the end of Year 2 and the end of Year 6, although attainment in some other year groups was found to be below the expected levels, mainly as a result of unsatisfactory teaching. Over several of the past few years, results in the statutory assessments of pupils at the end of Years 2 and 6 have been below or well below the national average. This was particularly the case on 2001. The school recognised this significant weakness in its provision and took steps to rectify it. These included detailed analyses of assessment data to accurately inform the allocation of resources and the grouping of pupils for extra support, improved monitoring of teaching and an increased focus on problem solving. The statutory assessment results gained in 2002 were a significant improvement, being close to the previous year's national average at the end of Year 2 and well above it at the end of Year 6. Standards in the current Year 2 are slightly above the national average. Standards in Year 6 are currently lower than last years, but are still average, thus continuing the school's recent overall improvement in the subject. Standards in some other years are now above the expected levels, which bode well for the future. Overall, improvement since the time of the last inspection has been good.
87. The school's attempts to improve pupils' problem solving skills have been very successful in some classes, but less so in others. They are particularly successful, as in Year 2, when the teacher uses mental mathematics sessions to develop relevant strategies. They are also particularly successful when, as seen in a Year 5 lesson, the very high expectations of the teacher had a significant impact on the attitudes of the pupils. These were given the task of developing their own problems and carried out this exercise very successfully and to a very high standard. In some lessons, however, the development of problem solving skills does not appear to have such a high priority. Pupils enter the school with below expected levels of attainment in mathematical development. Their overall achievement, therefore, is good. Pupils with special educational needs make good progress.
88. Most Year 1 pupils successfully add and subtract within 20, in some cases with the help of a number line. By the time they reach Year 2, many pupils can explain the different methods they use to carry out mental calculations, although some still need the support of apparatus, or their fingers! Most have a developing awareness of the concept of standard measures, and why these are necessary. Higher attaining Year 2 pupils have an understanding of place value, can partition and successfully solve problems involving money.
89. Year 3 pupils have a sound understanding of the properties of two-dimensional shapes, while by Year 4, the pupils can classify a range of polygons according to two different characteristics using Carroll diagrams to record their findings; with some successfully choosing their own variables. Most average and lower attaining pupils in Year 5 are beginning to understand the concept of a probability scale. For example, they accurately place a series of statements such as 'I shall not eat my lunch before 12 o'clock' on a scale ranging from 'certain' through 'likely' and 'unlikely' to impossible. Some, however, are not fully clear about the subtleties of some of the statements, suggesting, for example, that 'I shall watch television tonight' as a certainty! Higher attaining Year 5 pupils convert decimals to fractions and percentages and vice versa with considerable facility and speed. Most are able to devise their own effective strategies for solving problems involving

fractions and percentages, and employ these successfully. Year 6 pupils understand the relationship between most units of metric linear measurement, although some are still unsure about the number of metres in a kilometre. Most, however, have a very secure knowledge of place value and use this effectively to carry out relatively advanced computations and solve real-life problems, again frequently employing methods that they have devised for themselves.

90. Pupils' attitudes in mathematics lessons are very good overall. Most are interested in their work. Even the youngest are often curious about what they are learning. Pupils throughout the school listen well to their teachers and to one another during discussions and are mostly keen to make their own sensible contributions. They settle quickly to tasks, focus well on these and help one another when this is appropriate. Occasionally, when tasks are not motivating enough, some pupils lose concentration and are easily distracted. Overall behaviour, however, is good. Teaching ranges from satisfactory to excellent, and is good overall. This is a significant improvement on the findings of the last inspection that judged teaching in mathematics to be unsatisfactory. A common strength of the teaching at the school is the way that pupils are very effectively managed. This results in the good behaviour and the good relationships that exist at all levels.
91. The methods employed are appropriately based on the National Numeracy Strategy that is well established in the school. This provides structure to lessons, contributing well to pace and balance. In some lessons, the initial session is vibrant, keeps the pupils alert and strongly promotes their ability to calculate mentally. In others, however, the pace of activity is too slow and the impact is lost. In the better lessons, there is a good level of challenge to the tasks provided for the pupils, and there is an attempt to match these to the needs and aptitudes of different individuals and groups in the class. Conversely, in too many lessons, work is not accurately matched to pupils' levels of prior attainment. As a result, some are unchallenged and become bored, with their pace of learning being adversely affected.
92. In the most successful lesson seen during the inspection, the teacher was inspirational and the experience contributed well to the pupils' personal development as well as to their numeracy skills. The teacher's enthusiasm permeated all elements of the lesson and this was fully reflected in the pupils' response. Tasks were presented with clarity and possessed a very high level of challenge that met the needs of the pupils very well. The pupils were expected to think laterally and for themselves, the overall rate of learning was very good and the standards being reached were high. In most lessons, objectives are shared well with the pupils so that they are clear about what they are expected to do and achieve, and to give them a measure against which they can assess their progress.
93. Numeracy is used well over the whole curriculum. In history, for example, pupils use their understanding of scale when constructing 'time lines' to represent key episodes of the Victorian era. During the technology element of a history lesson, pupils weighed and measured different ingredients prior to cooking 'Tudor biscuits'. There is particularly extensive use of numeracy skills to support work in science. Pupils learn to measure accurately. In other lessons, they time investigations and successfully read scales on instruments. There is some use of information and communication technology to support mathematics. This includes the use of computers to create graphs and data-bases. During the inspection, Year 1 pupils practised programming a floor turtle to move given numbers of units forward and backwards.
94. Planning structures for mathematics are good and reflect all the required strands of the National Curriculum. There is an extensive range of assessment structures in place. Assessment data is used well to inform strategic planning, but not enough to support the matching of work to the needs of pupils with different levels of attainment. The subject is currently well managed by the headteacher during the absence of the substantive co-ordinator on maternity leave.

SCIENCE

95. Standards in science have risen since the last inspection and observations during the inspection reflect the school's improved performance in the 2002 teacher assessments of seven year olds and national tests for eleven year olds. By the end of Year 2 standards are average and they are

just above average by the end of Year 6. There has been significant improvement in the quality of education in science since the last inspection particularly in the expectations of teachers, the challenge to higher attainers and the range and progression of work in Years 1 and 2. In Years 3 to 6 teachers provide better opportunities for pupils to quantify observations, to improve accuracy in measurement and use charts and graphs.

96. Pupil's achievement is good in all year groups because there is a very consistent pattern of teaching science, throughout the school that helps pupils to learn important features of the subject and to build up their skills of investigation. This consistency is an improvement since the last inspection. Teachers provide pupils with many opportunities to learn from first hand experience and develop their practical skills. For example, Year 1 and Year 2 pupils carry out simple experiments on push and pull forces through changing the shape of playdough and simple experiments on the effects of friction on moving toys. In Years 5 and 6 this has developed into planned investigations into balanced forces such as gravity and upthrust, for example by timing how long it takes different sized 'parachutes' to float down from a given height. In addition, teachers challenge pupils intellectually and make them really think about what they are doing. One girl suggested the larger parachute would come down more slowly 'because it was pulling more air down with it'. Teachers encourage pupils always to use words such as 'why' and 'because' so that they learn to give reasons for oral and written answers using the appropriate vocabulary. The teacher helped pupils in Year 3, for example, to notice that change had occurred overnight in mixtures of solids and liquids from observations they had made on what happened when they first mixed them together and to think about why this may have happened.
97. Teaching is good overall because teachers involve pupils well at all stages of investigations. This represents very good improvement since the last inspection in Years 1 and 2 and good improvement in Years 3 to 6. Teachers introduce and reinforce scientific vocabulary effectively and encourage pupils to use it. They have high expectations for pupils to carry out investigations sensibly, to measure accurately and to produce high quality recording, reminding pupils that from their accounts, others should be able to repeat their experiments. As a result, pupils co-operate well in pairs or groups to carry out practical work and check each other's accuracy. They learn to organise their accounts of investigations appropriately; they make and record predictions routinely and consider what equipment they are likely to need before carrying out tests. Pupils develop a good understanding of what constitutes a fair test and as they become older they decide what should remain the same in an investigation and what item they are going to vary. Teachers help them with this by reminding them to consider exactly what they are trying to find out.
98. Teachers encourage pupils to record results in a variety of ways such as tables with headings as in Year 4 work on the solubility of common substances in water. Following practical work pupils draw clear diagrams, which most label well and they write accounts of what they have done in their own words. Teachers provide a suitable level of help to encourage pupils to articulate their conclusions often by good quality questioning. The majority of pupils take pride in their science books and are keen to share them with adults and discuss what they have been doing. Teachers' marking of pupils work provides helpful comments on how to improve and pupils also have individual targets such as 'try to use more scientific words when writing your conclusions'. This is having a positive impact on raising standards.
99. Higher attaining pupils are challenged well and in Years 5 and 6 are encouraged to plan their own investigations and average attaining pupils often achieve very well. The school has focused help from teaching assistants for the main science lesson each week in every class. This provides useful support for lower attainers and pupils with special educational needs and helps them to complete the work. However, the work is not always suitably modified into smaller steps to help them really understand so that their progress in lessons is satisfactory rather than good. In Year 1 appropriate demands are made for recording, for example higher attainers are encouraged to write sentences, while average and lower attainers record mainly through drawing with assistance in recording from a proforma and through an adult scribing.
100. Work in science contributes well to the development of use of pupils' literacy and numeracy skills. Pupils use a wide range of standard measures to measure length and weight, time and

temperature. They learn to express their results in bar and line graphs, with Year 5 pupils, for example deciding on appropriate scales and interpreting their graphs on the upthrust of different shaped balls of plasticine of the same weight. Pupils learn to read instruments such as thermometers and Newton meters. They extend their vocabulary and learn to produce accurate factual accounts and express reasons in writing. Although some use is made of information and communication technology the school recognises this is an area for development. Pupils use computers for some data handling and are beginning to search the Internet and CD ROMs for information. The installation of more computers in classrooms that is shortly to take place should enable this to become more routine.

101. Pupils are given opportunities to apply their scientific skills through work related to the school pond, in a beach study at Lyme Regis and on the Year 6 residential visit. The school has an ambitious programme to develop environmental areas around the school field that include small copses and hedges of native species and plantings to encourage birds, insect and small mammals. This is led by the deputy headteacher who is the science co-ordinator, with the help of an education officer from Wiltshire Wildlife Trust but the pupils have been involved well in the planning and they are now beginning to implement the designs. During the inspection Year 2 pupils created an area for minibeasts by placing old logs, piles of wood chippings, leaves and tiles in a corner of the field. Through discussions in class and during the work the pupils gained considerable knowledge and understanding of the needs of small creatures, the need for suitable habitats, and the role of decomposition that provided a very good grounding for more advanced work in the future. Year 4 pupils had the difficult task of measuring out and marking the line of a path translating one centimetre on the plan to two metres on the field. They learned that even good plans do not always produce the desired result in reality and practised their problem solving and negotiating skills in deciding on modifications.
102. This project is making a considerable contribution to pupils' personal development. Their spiritual development is enhanced by learning more about the wide range of plants and animals and the aesthetic aspects of their designs. Moral considerations are involved in their work to make a difference and improve their own immediate environment and the practical work helps develop several social skills. They are also learning the value of teamwork through involvement of parents and other members of the community.
103. The very good leadership and management of the subject is having a positive influence on raising standards through the co-ordinator's infectious enthusiasm and energy. She has gained a clear view of the strengths and weaknesses in learning through careful analysis of test results and sampling and levelling pupils' work and uses this well to providing targets for improvement. She monitors teaching and learning and provides valuable support for other members of staff. Pupils' response to science is positive also because of good relationships with teachers and the range of interesting challenges provided through use of the Wiltshire scheme of work for science that ensures a balanced curriculum. There is good assessment at the end of each topic and pupils' progress is tracked well. Teachers place annotated pieces of work in pupils' individual record of achievement to record their progress and the reporting to parents is informative. The school further encourages pupils' efforts in science through the 'Star Scientist Awards' that are given for good thinking, practical work and improvement. The receipt of certificates in the weekly sharing assembly also rewards particular effort.

ART AND DESIGN

104. By the end of Year 2 and Year 6, pupils meet the nationally expected levels. This is broadly in line with outcomes at the time of the last inspection although some of the older pupils made better progress then, based on the work displayed at the time.
105. Year 2 pupils mix paints very effectively to create different colours and shades. They used colour imaginatively in their paintings and talked about their choice of colour and how they made it. Their high quality response results from the good quality of teaching and support provided by the class teacher who is the art co-ordinator. The use of music in this lesson introduced a spiritual element

and encouraged the pupils to consider their choice of colours in more depth. Pupils' drawing skills are appropriate for their age. Pupils handle brushes, pencils and other tools well. They know when their picture is finished and are able to clear up well, independently. Pupils also use computer programs, in Year 2, interpreting the style of Mondrian.

106. Much of the artwork of the older pupils is linked to work in other subjects. Pupils in Year 5 demonstrated good observational skills as they reproduced a small part of the intricate costume of a Tudor portrait. Pupils' technical drawing skills are satisfactory and they are able to create light and dark shades and patterning in their pencil work. Pupils in Year 6 demonstrated a similar level of skill when designing a tile in the style of an Islamic pattern. A number of the older pupils do not generally present their work well and this affects the quality of their artwork.
107. Year 4 pupils use pastels effectively to create a picture in the style of Monet. Pupils use appropriate techniques to give an impressionist effect and make reasonable progress in their understanding of the requirements of this style compared to a detailed representation of a scene. Pupils use sketchbooks effectively to try out ideas and to evaluate and refine their work. However the emphasis on the use of sketchbooks seems, at times, to result in limited opportunities to experiment in the use of three-dimensional media.
108. Pupils enjoy art lessons and often concentrate hard when working. They share resources with each other and when they exchange ideas on their own work and that of others this has a positive effect on the development of their knowledge and understanding.
109. Teaching is satisfactory and occasionally good so that pupils throughout the school, including those with special educational needs, achieve soundly. Teachers' planning is based on topic work. This has a positive impact on pupils' learning, enabling them to see links between different subjects and often increasing their interest and motivation. Although the planning is linked to school documentation for the development of skills, this needs further development to ensure that pupils build on their knowledge and skills progressively each year. Teachers provide a good range of learning experiences that develop pupils' aesthetic taste but they do not always provide the direct teaching of specific technical skills to enable pupils to realise their ideas effectively. In lessons, such as the Year 5 work on observational drawing from Tudor portraits, pupils made better progress because the teacher modelled techniques and gave specific guidance to pupils on how to improve their work while they were drawing.
110. The co-ordinator provides effective leadership and has extended pupils' art experiences through special events such as an 'Art Day'. She supports teachers well in their assessment of art by levelling examples of work and establishing a portfolio of work. The co-ordinator is aware of the need to improve pupils' progression in skills and extend the range of media used. There is little evidence of the use of examples of art from non-western cultures and this limits pupils' cultural development.

DESIGN AND TECHNOLOGY

111. There has been some improvement in the provision for design and technology since the last inspection. There is little evidence of pupils' work because the inspection took place so early in the school year and few examples from the previous year have been kept in school. Lesson observations in Years 1, 2 and 3 covered only the early design stages of projects and not the making of the designs. Further evidence was gained from talking to pupils and teachers and looking at teachers' planning. This evidence indicates that by the end of Year 2 and Year 6 pupils attain average standards for their age. Pupils with special educational needs attain the same standards.
112. Pupils continue to make good progress in their understanding of the full process of designing, making and evaluating. Pupils in Year 1 follow a systematic approach to designing and making a car that will move by pushing or pulling. They draw their design and make appropriate choices of materials for wheels and axles. Pupils explain how they will make the car and identify if it is to be pushed or pulled. Six and seven year olds in Year 2 approach a similar task with a higher level of

understanding of the movement of wheels using axles. This links well with their study of push and pull forces in science. However, when designing their vehicle, a number of pupils draw vehicles with sixteen or twenty wheels, showing little understanding of the practicalities of making their design.

113. Year 3 pupils showed reasonable understanding of how a toy with simple moving parts is constructed. They do not yet demonstrate good enough awareness in their own work of the difference between a drawing and a design. Evidence gained from teachers' planning and from last year's work shows that the older pupils develop appropriate knowledge of the use of hydraulics and electrical circuits in moving parts.
114. The quality of teaching is satisfactory so that pupils' achievement is sound. Most of the design and technology projects are linked to work in history, geography or science. This often results in raising pupils' enthusiasm and interest and contributes to their cultural understanding. For example, Year 6 pupils spoke enthusiastically about previous projects linked to work on the Ancient Egyptians in which they designed and made a mummy rising from the tomb, a pharaoh's death mask and other Egyptian artefacts. Years 5 and 6 are currently working on the design of a Tudor knot garden and the construction of Tudor half-timbered houses to link with this term's history topic. A particular feature of the design and technology curriculum for the oldest pupils is the challenge project that is set as part of their annual residential visit. This enables pupils to work together on a project without the constraints of the weekly timetable. The use of design and technology diaries for this work encourages pupils to address the planning brief systematically and to evaluate each stage. This has a positive impact on pupils' learning and pupils' evaluative skills are well developed as result.
115. Teachers' planning, now based on national and local guidelines, indicates the use of a wider range of materials, and the tools and techniques required, than at the time of the last inspection. Resources are now satisfactory. However, the work seen at this early stage of the school year is still largely paper-based design. Assessment procedures are not yet well developed and are based largely on records of pupils' self-evaluation.
116. Pupils are enthusiastic in lessons and are often keen to contribute ideas. They work well together, sharing resources and discussing their own work and that of others in their class. Discussions make a useful contribution to the development of pupils' speaking and listening skills. Some use is made of information and communication technology but this is underdeveloped at the moment.
117. Management of the subject is satisfactory but the subject co-ordinator has not yet had the opportunity to monitor lessons to ensure that activities and tasks in each year group cover an appropriate range of techniques.

GEOGRAPHY

118. Standards in geography are in line with those expected for pupils at the end of Year 2 and Year 6 and achievement is good. Standards have been maintained since the last inspection and the weaknesses highlighted at that time have been addressed and are no longer relevant. The higher attaining pupils are now well challenged by the more exciting teaching.
119. Good cross curricular links are being established, for example, pupils in Year 4 use a scale plan to mark out the path in the new conservation area; drama and geography were linked well when pupils were studying *The Hobbit* in literacy. The residential visit to Wales last term made a significant contribution to Year 6 pupils' understanding of mountainous regions. It gave them the opportunity to use their mapping skills, experience changes in climate, sun, mist, and rain and to realise how this influences mountain activities. Information and communication technology and literacy were used effectively, for example, pupils used the digital camera to record caving, rock climbing and gorge walking and then wrote poems to describe these experiences. They used the Internet to find out about weather conditions in the area. The residential visit also makes a good contribution to pupils' personal development.

120. Pupils in Years 1 and 2 observe photographs and postcards carefully to learn about life in hot and cold countries. The Year 1 teacher's good lesson preparation and appropriate use of praise and assertive discipline enabled pupils to meet her high expectations and fulfil the objective of the lesson. Good questioning and effective support for each group in a Year 2 lesson promoted good learning. Another good feature was the way the work was well matched to the differing levels of prior attainment. Older pupils in Years 3 and 4 are learning about land use and look at aerial maps to identify natural and man made features. They work well collaboratively sharing their ideas. Reviews of work at the end of these lessons reinforce learning well. Pupils are learning appropriate vocabulary and developing skills steadily as they move through the school.
121. Teaching in geography is satisfactory overall and frequently good. Teachers use a variety of teaching styles to develop geographical skills and vocabulary and encourage pupils to be active independent learners rather than just acquiring facts. This promotes good progress in lessons. A weakness within the teaching is that tasks are not often modified for the lower attainers to enable them to benefit fully from the high quality support from the teaching assistants.
122. The use of information and communication technology is not yet well developed. However, as a result of interesting lessons pupils enjoy geography and work hard collaboratively and independently, to complete tasks and present them well. Geography makes a good contribution to pupils' social development in the ways they are encouraged to work together. Cultural development was promoted well in a Year 2 lesson, when the teacher who had first hand knowledge of Africa explained sensitively why some people have brown skins and that it does not depend on climate.
123. Geography is managed well. The coordinator is enthusiastic and monitors planning, pupils' work and teaching and learning. There are assessment procedures in place but the coordinator and the deputy head plan to improve these during the year to make them more useful. The coordinator has started to build a portfolio of levelled work to guide teachers in their planning and to show how knowledge and skills are developed.

HISTORY

124. It was only possible to see full lessons in Years 3 to 6. Judgements, therefore, are also based on an analysis of previous work and discussions with pupils. Standards in history are average by the end of Year 2 and the end of Year 6. As children enter the school with below expected levels of attainment in knowledge, and understanding, this indicates that achievement is good. Current standards are an improvement on those reported at the time of the last inspection that judged them to be below the national expectation at the end of Year 6.
125. Year 2 pupils have a sound recall of factual information about historical characters such as Samuel Pepys and aspects of Victorian life; for example schools. They are able to contrast elements of their own lives with similar ones in the 19th century. They successfully compare old and new toys, giving appropriate reasons for their conclusions. Most pupils in Year 4 are able to judge the relative age of a number of artefacts using, for example, observations related to their appearance and method of construction. Others, however, lack the knowledge and experience to make reasoned judgements about the purpose of elements of the different artefacts that they are examining. A significant proportion of the pupils in Years 5 and 6 have a clear idea of why disease and early death was more prevalent in Tudor times than now, appreciating, for example, the relevance of fewer treatments, living in close proximity and poorer hygiene. Only a few, however, can attempt to deduce why people in Tudor times believed that these treatments worked.
126. Pupils' attitudes in history lessons are very good. They are frequently enthusiastic about the topics they are studying. Most listen well to their teachers and to one another during discussions and are keen to contribute their own ideas in a sensible fashion. They focus well on follow-up tasks and co-operate well in pairs or groups. Overall behaviour is good. Teaching in the lessons seen in Years 3 to 6 was good overall and there were examples where it was very good. Lesson objectives and content are carefully explained to the pupils so that they know exactly what they are expected to learn. Teachers frequently employ interesting artefacts to stimulate the pupils and to extend their understanding of historical skills such as chronology. They use questioning well to

extend pupils' thinking. Methods are varied, impacting well on pupils' pace of learning. Occasionally, however, an element of a lesson is allowed to go on too long, with the result that some pupils begin to lose interest. Also, tasks are sometimes not focused enough or matched efficiently to the attainment levels of different groups of pupils in a class. Discipline is positive and frequently very good thereby having a very positive impact on pupils' attitudes, behaviour and relationships at all levels.

127. Teachers frequently bring the subject 'to life' for the pupils through their own skills and enthusiasm and the use of exciting artefacts and methods. One particular example of this seen during the inspection was a 'Tudor afternoon', during which teachers and many of the pupils dressed in period costume and carried out a range of appropriately related tasks. These included calligraphy, cooking, dance and fabric work. The activities, as well as effectively promoting pupils' historical knowledge and understanding also contributed well to pupils skills in literacy, numeracy, physical education, design and technology and art and design. History at the school contributes well to pupils' cultural development.
128. The school suitably bases its planning for history on national guidelines thus ensuring full and equal coverage of the subject for all pupils. There are assessment strategies in place, but the school is appropriately planning to develop these further. The overall provision for the subject is further enhanced by visits out of school to places such as a local steam engine museum, the Mary Rose exhibition and a nearby preserved Victorian school. Some use is made of information and communication technology to support history. This includes using the Internet for research purposes. There is scope, however, to develop its use further. Management of the subject is very good. The co-ordinator is knowledgeable and proactive and has a clear view of possible further improvements. Resources for history are good and used to good effect in promoting learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. Standards in information and communication technology are approaching the national average overall by the end of Year 2 and Year 6. This is an improvement for Year 2 since the last inspection and is a similar picture for Year 6. Pupils attain average and above standards in some aspects of their work such as presentation of written work and producing advertisements for school events. Pupils develop their knowledge of the variety of ways that information may be accessed including books, videos, CD ROMs and the Internet. On their residential visit Year 6 pupils used the Internet to provide information about weather conditions and they placed images from a digital camera onto a CD ROM in order to be able to select those they wanted to print on return to school.
130. There has been a considerable improvement in the quality of provision and pupils are undertaking a much wider range of activities using information and communication technology. The school has opened a computer suite since the last inspection that allows for whole class teaching, with pupils sharing a computer in pairs. The computers are connected to the Internet and pupils make good use of this facility. The school has enhanced its resources such as CD ROMS for accessing information in history, geography and science. Most of the teachers have undertaken the training provided through national funding and though this was not wholly satisfactory for their particular needs, their confidence and competence has increased so that teaching is satisfactory overall and leads to satisfactory achievement by the end of year 2 and Year 6.
131. All year groups have a timetabled session in the computer suite and pupils make good progress in these lessons because teaching is never less than satisfactory and is sometimes good. The lessons have a clear objective for developing particular skills that the teachers make clear to the pupils. While the work is usually linked to a purpose related to another subject teachers do not always discuss this objective as thoroughly. As yet, the good progress made in these lessons is not sufficiently followed up in the classrooms; very little use of computers was seen in other lessons during the inspection. This means that information and communication technology is not yet fully integrated as a tool for learning and pupils' keyboard and mouse skills are very variable. The situation should shortly improve with the installation of new computers in classrooms that are compatible with those in the suite.

132. Pupils enjoy working with the computers in the suite as they feel they are learning new things well so are keen to follow their teachers' instructions. They approach their work confidently, show considerable interest and concentrate well. They co-operate well when sharing a computer, discussing what they are doing and negotiating with each other. The work contributes to their personal development through broadening their experience of where and how to access information and consideration of the ways to appropriately present information for different audiences.
133. Scrutiny of long term planning indicates a balanced programme of work up to Year 4 but there is no detail for Years 5 and 6. However, the school is currently using the Oxfordshire scheme to support its work. The co-ordinator is keen to tie in expectations for the different year groups following the school's review of long term planning that will be undertaken shortly. Most of the programmes of study are now being more consistently addressed, which represents an improvement since the last inspection. However, the school is aware that the opportunities for older pupils, in particular, to learn to control equipment and to sense physical data are limited and has recently purchased equipment to address this situation. Currently, younger pupils learn to plan and make things happen by programming a floor turtle and there is some use of on-screen Logo by older pupils. The school also lacks sufficient software for helping pupils with learning difficulties though some work with teaching assistants taking small groups in the computer suite has proved useful.
134. Pupils in Years 1 and 2 have used the computer to support work in art, learning to use line and draw tools and how to change colour and fill in. They have produced some attractive representations of insects and spiders and worked in the style of Mondrian using straight lines and two-dimensional shapes. The use of information and communication technology in literacy is a current focus and pupils are enthusiastic and concentrate well, developing their word processing and presentation skills. For example, in a Year 4 lesson, as part of their studies on the Victorian era, pupils looked at a selection of postcards and noted the effects made by different sizes, colours and styles of text. They used different features on the toolbar to practise changing the appearance of words suggested by the teacher in preparation for designing a poster later in the term.
135. Teachers are keen to develop pupils' independence in using computers and many pupils can save their work without help and are learning to access the Internet by themselves. However, the prime objective of the lesson needs to be taken into consideration. For example, in a Year 2 lesson to practise controlling the mouse the teacher had chosen an appropriate and attractive game on a website. The time taken for pupils to access this and download it restricted the time they had to practise their co-ordination skills.
136. Year 6 pupils are learning how to locate websites easily and copy and paste items linked to their studies of the Tudors. The pupils covered a range of knowledge in a lesson in the computer suite. All could log on and followed the teacher's instructions carefully. Most could highlight, copy and paste text and pictures without help and combine them in a new document. The teacher provided useful information on the appearance of advertisements on the Internet and the importance of respecting copyright by acknowledging sources. This contributed to pupils' understanding of moral values. She also emphasised the need to check the spelling and tenses of imported text. A set of written instructions would have been useful to allow higher attainers to move on by themselves without the pace slowing and also provide the teacher with more time to help those who needed it.
137. Assessment is satisfactory. In Years 1 and 2 individual pieces of work are annotated and in Years 3 to 6 there is assessment at the end of a topic. A useful feature is the individual and attractively presented information and communication technology diary that pupils fill in after each lesson in the computer suite. This keeps a record of the type of program they have been using and their own evaluation of what they have learned. When complete it is kept in their record of achievement.
138. The leadership and management of the subject are good. The co-ordinator is enthusiastic and knowledgeable and works through her action plans at a sensible pace to fulfil the school's long-term plan for the development of information and communication technology. The latter is

comprehensive and focuses clearly on raising standards. The co-ordinator has met the link governor and she also works with the headteacher in determining strategic planning for the subject. She has supported other teachers by modelling lessons and in use of the computer suite but has not yet monitored the use of computers in the classroom. The school is well placed to continue to raise quality and standards in this subject.

MUSIC

139. Attainment at the end of Year 2 and Year 6 is in line with that expected nationally and pupils achieve satisfactorily. Judgements are based on the limited number of lessons observed. This is an improvement from the last inspection although there was very limited information available at that time.
140. Pupils sing well. The younger pupils sing in tune with appropriate phrasing and expression. Pupils can follow a rhythm by clapping and playing untuned percussion instruments. Pupils handle and play percussion instruments better than at the time of the last inspection. Year 1 pupils produce sounds in different ways, playing loud or soft, long or short sounds and can evaluate whether they have succeeded in producing the required sound.
141. Pupils in Year 3 are able to learn a new song quite quickly and sing confidently. They follow a rhythmic pattern, pausing and sustaining a rest for a number of beats. Pupils make choices for using percussion instruments to represent animal noises but the teacher's over direction limits pupils' independence and development. Pupils are developing understanding of simple lyrics and are beginning to create their own. Older pupils are able to sing songs in two parts. They can sing a scale and range their voices from the top to the bottom of the scale. They use their understanding of musical characteristics such as duration and timbre to create a percussion accompaniment to their song. Recorded evidence shows that pupils develop appropriate knowledge of notation and are beginning to use it for their own musical compositions. The school is aware that composition is the weaker strand in the subject. As yet, information and communication technology does not feature strongly in supporting music.
142. The standards in the 'Singing Assemblies' are good because the teacher presents a good model of singing. Pupils sing enthusiastically and in rhythm. They enjoy learning new assembly songs and concentrate well when working as a large group. Pupils are also enthusiastic in music lessons. They take turns and share resources well. Pupils listen to each other's performance. Pupils with special educational needs participate well.
143. The quality of teaching is satisfactory overall. Teaching in the majority of lessons observed was good but this represented a very small number of classes and included two singing practice assemblies that were both well led. Successful lessons promote pupils' independent thinking and encourage them to reflect and improve on their performance. The Year 1 teacher led a successful short activity focusing on silence as pupils in the class had to hand round a tambourine without making a sound. This provided an interesting counterpoint to the rest of the lesson in which they were making a lot of sound, singing and playing instruments, and the pupils concentrated very intensely on achieving silence. Some teachers use music effectively as stimulus or enhancement in other subject lessons. However, most music is from western culture.
144. Pupils have very limited opportunities to develop their musical skills outside lessons. There are no musical clubs or activities taking place out of school hours and no pupils learn to play an instrument through the peripatetic music service, although the school has tried to promote this. A choir is established for part of each school year prior to participation in the local schools' music festival but this does not continue through the year. Music makes a contribution to school productions and celebrations but is not a strong feature of school life. As a result the level of pupil achievement in music is only satisfactory.
145. The co-ordinator works part-time and provides satisfactory leadership and management of the subject, given the time constraints of her working arrangements. She has improved the music resources since the last inspection, supported by funding from the parents association. The music

curriculum has been developed to link with topic work in each year group. A new scheme of work has been implemented although assessment procedures have not yet been developed. The co-ordinator has good subject expertise and uses this well to monitor and support other teachers.

PHYSICAL EDUCATION

146. Standards in physical education are in line with those expected nationally for pupils in Year 2 and Year 6. After having swimming lessons for a year most pupils by the age of ten can swim twenty-five metres. These standards are the same as at the last inspection.
147. Lessons in gymnastics, games and dance were observed during the inspection. Pupils understand the need for warming up in preparation for physical activity and cooling down at the end. Pupils in Year 1 and Year 2 are developing appropriate throwing and catching skills and demonstrate good control of the ball when dribbling and kicking. Older pupils show that these skills are developing steadily as pupils in Year 5 play attacking and defending games in groups of four. The oldest pupils work sensibly in pairs and in small groups when preparing a Tudor dance, negotiating the steps that they will use. They are beginning to evaluate each other's work, although at present, this is an underdeveloped skill; their comments are mostly superficial. Physical education makes a strong contribution to pupils' personal development through opportunities to work and play together and to develop a sense of fair play.
148. Teaching is satisfactory overall and sometimes good and leads to satisfactory achievement. Teachers have high expectations of behaviour and manage pupils well so that they work hard to improve their performance. Lessons are structured well and teachers give clear instructions. Learning is best when, as in a good Year 2 gymnastics lesson the activities proceeded at a brisk pace and the teaching was stimulating and challenging. Teaching is enhanced by the good use of the skills of a retired physical education specialist who works in the school in another capacity, when he works alongside teachers to increase their expertise, runs a gymnastics club after school and organises games for the older pupils in the playground at dinnertime. At present, information and communication technology is not used to support this subject.
149. Pupils enjoy physical education lessons and work enthusiastically. Pupils in Years 1 and 2 listen carefully, watch demonstrations attentively and try to follow the teacher's instructions. Pupils in a mixed Year 5 and 6 class worked hard to improve their passing skills during a successful games lesson.
150. The subject is managed satisfactorily. There are plans for further development by becoming involved in the Tops Scheme. Extra curricular activities at dinnertime and after school enrich the physical education curriculum and some pupils have the chance to play football matches against other schools.

RELIGIOUS EDUCATION

151. Standards in religious education meet the expectations of the locally agreed syllabus at the end of Year 2 and the end of Year 6, and pupils' overall achievement is good. This is good improvement on the findings of the previous report, which judged standards to be unsatisfactory, and was a key issue.
152. The improved standards are as a result of pupils now being given more opportunities to reflect on what they have learned and to relate this to their own ideals and developing beliefs. Year 1 pupils studying the Old Testament story of Joseph, for example, understand the concept of belonging to a family and are beginning to appreciate the meaning of personal relationships and family love. By Year 2, pupils can express how they feel on holy days. Within the context of harvest time, many have come to realise that giving to other people contributes to the quality of their own experience. Year 4 pupils are beginning to understand the way that individual's Christian beliefs influence their lives and actions, for example, famous benefactors such as Dr Barnardo. Most pupils in Years 5 and 6 have a good recall of the major tenets of the Muslim faith. Most identify factors in their own lives which they view with particular respect and to some extent can equate these with the

deference due to the Qur'an. Many are able to think of significant final messages that they would provide for the world if given the opportunity. Some, however, find this concept difficult and merely relate their messages to simple personal aspirations.

153. Pupils' attitudes towards religious education lessons are very positive. They are keen to express their views, but also willing to listen respectfully to those of others. They are sometimes captivated by the concepts they are exploring and think very deeply about them. In the lessons seen during the inspection, behaviour was consistently good. Teaching ranges from satisfactory to very good, but is good overall. This is an improvement since the last inspection. Methods are suitably varied and keep the pupils alert and motivated. Discipline is consistently positive and has a very positive impact on pupils' attitudes, behaviour and relationships. In the most successful lesson seen during the inspection, a very knowledgeable teacher effectively introduced very sensitive issues in a highly motivating way. Throughout the lesson, a good range of varied methods successfully promoted the further development of pupils' knowledge and religious concepts. Pupils' opinions were encouraged and respected, which contributed positively to the development of their self-esteem. In an occasional lesson, pupils' knowledge and understanding were not advanced at a fast enough rate.
154. The school's planning and provision for religious education is largely based on national guidelines, but also meets the requirements of the locally agreed syllabus. There are assessment procedures in place but there is scope for these to be developed further. There is some use of information and communication technology to support the subject, but the school recognises the need to extend this. The co-ordinator has only just joined the school, but has already audited the provision and has a clear view of where the subject now needs to develop. Religious education at the school contributes well to pupils' spiritual, moral, social and cultural development through consideration of spiritual and moral values, through working together and learning about and comparing different faiths.