

INSPECTION REPORT

ASHTON KEYNES C E PRIMARY SCHOOL

Swindon

LEA area:Wiltshire

Unique reference number:126297

Headteacher: Miss M Carleton

Reporting inspector: Paul Bamber
15064

Dates of inspection: 10 –12 December 2002

Inspection number: 248756

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:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Gosditch Ashton Keynes Wiltshire
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Appropriate authority:	The governing body
Name of chair of governors:	David Tarr
Date of previous inspection:	October 1997

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			Mathematics	
			Physical education	
11094	Ian Blair	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for pupils? How well does the school work in partnership with the parents?
27895	Margaret Skinner	Team inspector	Educational Inclusion	How good are curricular and other opportunities offered to pupils?
			Special educational needs	
			English	
			Information and communication technology	
			History	
			Music	
22058	Christine Richardson	Team inspector	Foundation stage	
			English as an additional language	
			Science	
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			Design and technology	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ashton Keynes Church of England Voluntary Controlled School is a village school with 126 pupils on roll. Many pupils come from relatively advantaged backgrounds. Fifteen pupils are in the reception class, eight of whom attend only in the mornings until the end of the present term. Reception children are taught predominantly in a single age class, but sometimes with some Year 1 pupils. Attainment on entry to the school is above average.

Around 15 per cent of pupils are registered as having a special educational need and around one per cent has a Statement of Special Educational Need. Both of these figures are slightly below the average. A much smaller percentage (two per cent) than is the average are entitled to a free school meal. None of the pupils uses English as an additional language and most are of white British ethnicity. The percentage of pupils either joining or leaving the school other than at the normal times of admission or transfer is higher than average for primary schools.

HOW GOOD THE SCHOOL IS

This is a very good school. Standards are high and Christian values are very well promoted. The quality of teaching is very good and pupils experience a rich and varied curriculum. The school is very well led and managed. The school provides very good value for money.

What the school does well

- Standards are high
- Teaching is very good, particularly in English, mathematics and science
- Pupils behave well and have very positive attitudes to school
- The curriculum provides pupils with a rich and varied experience, very effectively promoting their creative, moral and social development
- Pupils with special educational needs achieve very well
- Leadership and management are very good
- Attendance is excellent

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in January 1997, the school has made very good improvements. Standards are higher, much higher in mathematics particularly, the quality of teaching is much better, the curriculum is now managed well and teaching programmes are comprehensive in all subjects. Governors have fully addressed the Key Issues identified in the last report.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	A	A	A
mathematics	A	A	A*	A*
science	A	B	A	A

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

The table shows that in Year 6, high standards have been maintained over the last three years and that, in 2002, standards in mathematics were within the top five per cent in the country. Boys and girls achieve equally well, but, compared with their peers nationally, boys perform very much better.

In Year 6 currently, standards reflect those indicated by the 2002 test results, except that there are now marginally fewer very-able mathematicians. The trend in the school's improvement in national tests matches that found nationally. The school has set realistically high targets for the percentage of pupils who should attain expected standards and above in the 2003 national tests. Pupils are currently well on target to achieve these and are attaining well above average standards in English, mathematics and science.

In the Year 2 national tests in 2002, pupils attained standards that were average in reading, above average in writing and well above average in mathematics. When compared with those in similar schools, standards were below average in reading and average in writing and mathematics. Lower average standards in 2002 than has been the norm in recent years were due to the fact that a considerably higher proportion of pupils in Year 2, last year, had learning difficulties, especially in reading. In Year 2 currently, standards in reading and writing are much higher than indicated by the 2002 test results, and pupils are reaching standards well above those nationally expected for their age. In mathematics, standards are above average.

Throughout the school, pupils use their literacy and numeracy skills very well to enhance their standards in many subjects, especially in the different styles of writing they employ and in handling different data. Since the last inspection, standards in information and communication technology, which were deemed then to be unsatisfactory, have improved considerably. They are now in line with expectations for age in Year 2 and above the expectations for age in Year 6. In Years 2 and 6, standards are above the national expectations in all other National Curriculum subjects and in religious education.

Children in the reception class enter the school with above average attainment, achieve well and most exceed the targets set for them nationally by the time they enter Year 1. All pupils in Years 1 to 6 achieve very well, including those with special educational needs who often reach expected standards in national tests as a result of very good teaching and support. It is clear from recent test results and inspection evidence that the most-able pupils achieve very well as a result of challenging teaching. However, the careless spelling by pupils in the

Year 5/6 class is a relative weakness in brighter pupils' achievement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show great enthusiasm in lessons, a love of learning and a willingness to participate fully in the wide range of activities on offer.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons and act maturely in and around the school. There is no evidence of any bullying.
Personal development and relationships	Very good. Pupils take responsibilities willingly, welcome working independently, treat each other with respect and look after one another well.
Attendance	Excellent. Attendance rates are much higher than average and there is very little unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1-2	Years 3-6
Lessons seen overall	Very good	Very good	Very 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.

Throughout the school, the very good quality teaching contributes significantly to the high standards pupils attain and their very good achievements. In the best lessons, teachers ensure that pupils are clear about what they should learn, set work which motivates and challenges pupils' thinking, use resources creatively and encourage pupils to have a very good knowledge of their present standards and how to improve. The teaching of English and mathematics and of literacy and numeracy is very good and teachers ensure that pupils have many opportunities to apply their reading, writing and mathematical skills in many subjects. Teachers encourage pupils to use information and communication technology widely to support their learning and the quality of teaching in the subject has improved considerably since the last inspection.

Teaching and support for children in the reception class is very good and, as a result, most exceed the targets set for them. Teachers meet the needs of all pupils very well. Pupils with special educational needs are very well taught and supported, by both teachers and teaching assistants. More-able pupils are set difficult work, which ensures that they achieve very well.

The quality of pupils' learning is very good. They work independently and without fuss, from an early age. A particular strength is their ability to apply the knowledge and skills they learn in one subject to a range of others. Pupils, especially older ones, have a very good knowledge of their own learning, as a result of evaluating their own work and their progress towards meeting individual targets. Pupils are confident in making well-articulated, oral presentations to a wide audience.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The pupils' rich and varied taught curriculum and the wide range of out-of-class clubs offered make a major contribution to the high standards pupils' attain. The curriculum is very inclusive of all pupils.
Provision for pupils with special educational needs	Very good. Pupils' difficulties are identified quickly and addressed very well through well-targeted individual education plans and support, both in and out of the classroom.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Pupils' personal, spiritual, moral and social development is very good and their cultural development is good.
How well the school cares for its pupils	Good. In most aspects, pupils are cared for very well, but there is a relative weakness in the procedures for marking the attendance registers. Pupils' academic progress is very effectively monitored.

The school's partnership with parents is very good. Parents are very supportive of the school. They receive very good quality information about school events, which might affect them, and about their children's progress. Parents contribute very well to pupils' learning, especially in the support they give them at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong but sensitive leadership and has ensured standards have risen to high levels and that they have been maintained. Other key staff have made very effective contributions to improvements in the provision and the standards attained in literacy, numeracy and information and communication technology.
How well the governors fulfil their responsibilities	Good. Governors have made a major contribution to improving the school's accommodation, are very aware of strengths and weaknesses and support the work of the school strongly.
The school's evaluation of its performance	Very good. The rigorous analysis of test data has enabled the school to raise standards, to set challenging targets for improvement and to identify ways of reaching those targets.
The strategic use of resources	Financial planning and budget monitoring are very stringent. Funds are deployed well in pursuit of high standards and to ensure that targets for improvement are met.

The school's staffing and learning resources are good and the accommodation is satisfactory, overall. The school seeks the best value for money at all times. Close contact is kept with parents and the local community to ensure that their views and concerns are valued and acted upon. Pupils are given a voice to enable them to influence decisions about purchasing equipment and resources, which might directly affect them, for instance, equipment in the playground.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Their children are expected to work hard and do their best and make good progress • The school is very well led and managed • Teaching is very good • The school works closely with them and they feel comfortable airing their concerns • Their children are encouraged to become mature and responsible 	<ul style="list-style-type: none"> • The amount of homework set • The quality of information they receive about their children's progress • The range of activities provided outside lessons

Inspectors agree with the positive views expressed. Homework is set when teachers feel it is necessary and the amount increases appropriately as pupils get older and supports learning satisfactorily. Inspectors find the information provided for parents to be of good quality. Progress reports are sent and meetings held for parents to consult with teachers as frequently as in most schools. The range and number of out-of-class activities provided are greater than found in most schools of similar size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 Year 2 national tests, standards were average in reading, above average in writing and well above average in mathematics. Compared with similar schools, reading standards were below average and standards in writing and mathematics were average. More pupils than usual in last year's Year 2 had learning difficulties, especially in reading. This explains why standards were comparatively lower than in recent years, in reading and to a lesser extent in writing, when compared with all and similar schools. By contrast, over the last three years average standards in reading, writing and mathematics have been considerably higher than in most schools. Teachers' assessments in science in 2002 show that standards were average compared with all and similar schools.
2. In the 2002 Year 6 national tests, standards in mathematics were in the top five per cent of the country and very high when compared with similar schools. In English and science, standards were well above the national average and the average for similar schools. Compared with the standards these same pupils attained in their Year 2 tests, Year 6 pupils made excellent progress in mathematics and very good progress in English and science. Very good leadership, teaching and a rich and varied curriculum have made a significant contribution to the very good standards Year 6 pupils have achieved in the five years since the last inspection.
3. Children enter the school with above average attainment and, as a result of very good teaching, most make very good progress towards exceeding all the Early Learning Goals set for them by the time they leave the reception class. Most confidently relate to adults and other children and take turns and share resources. They speak clearly, with well developed vocabulary and most listen attentively. Children have a good grasp of number to 20 and use correct mathematical phrases to describe relative height, length and simple fractional parts. Many children use a computer adeptly, using the mouse controller accurately and paint programs creatively. As a result of teachers and teaching assistants providing them with a wide range of stimulating activities, children exceed targets in art and design work and in using tools and materials to make objects such as model chairs. They sing tunefully and make interesting music, playing untuned instruments with a good sense of rhythm. Children's physical development is above average and is now much better than at the time of the last inspection because they have better facilities and resources and they are well taught.
4. Standards in the present Year 2 are well above average in reading and writing and above average in mathematics. Standards in mathematics are slightly lower because of the learning difficulties of a very small minority of pupils in this subject. Apart from information and communication technology, in which standards are in line with the national expectations, pupils in Year 2 attain standards above those expected for their age in all other subjects of the National Curriculum and in religious education. Overall, pupils achieve very well in Years 1 and 2.

5. Currently, in Year 6, standards are well above average in English, mathematics and science, generally reflecting the standards indicated in the 2002 national tests. Standards in mathematics are slightly lower than last year because there are fewer very able mathematicians in this year's Year 6. Standards in all other subjects are above average. The very good quality teaching and the richness of pupils' curriculum, especially in art and design, history and geography, contribute significantly to the high all round standards that pupils attain.
6. Throughout the school, pupils' speaking skills are very good. As a result of being given frequent opportunities to respond at length and in depth to searching questions, to make formal presentations in class and in assemblies and to participate in drama and role play, pupils articulate their thoughts clearly, using a wide range of well developed vocabulary. The school's emphasis upon improving writing has paid rich dividends. The quality and range of pupils' writing is now very good and contributes significantly to the high standards they attain in many subjects. However, many older pupils in Years 5 and 6 spell carelessly when writing, despite doing well in spelling tests, and these mistakes often go uncorrected. Pupils read fluently, enjoy a wide range of types of books and enthusiastically identify favourite characters and styles of writing.
7. Standards in mathematics have improved significantly since the last inspection because teachers have implemented the National Numeracy Strategy very successfully. Pupils calculate mentally accurately at speed using a wide range of strategies, including number patterns, to simplify their calculations. They know their multiplication tables well because they practise them assiduously and are frequently tested on them. Pupils have a very good understanding of shape, measure accurately and interpret data effectively.
8. In science, Year 2 pupils' knowledge and understanding of life processes, the properties of materials and physical processes are well above average. However, more-able pupils do not always achieve as well as they should in measuring accurately or in establishing how to conduct a fair test. The school is aware of this and promotes both of these areas of pupils' scientific knowledge very well in Years 3 to 6, which results in Year 6 pupils attaining well above average standards in all aspects of the science curriculum.
9. Standards in information and communication technology have improved significantly since the last inspection. By Year 6, pupils have a good range of skills, using text, graphics, publishing and data handling programs to enhance their work in many subjects. They control models and measure, using the appropriate program, and search for information using the Internet and CD-ROM.
10. The well-planned, interesting topic work that pupils complete contributes greatly to the above-average standards pupils attain in many subjects. Because they integrate learning so well, pupils appreciate the link between subjects and they use the skills and knowledge learnt in individual subjects to enhance their understanding of others. Pupils' achievements in art and design, design and technology, geography, history and religious education are all improved as a result of this very good provision.
11. Pupils with special educational needs achieve very well and make very good progress because they are well supported in and out of lessons and are expected to attain the challenging targets set for them in their Individual Education Plans. Many of those who experience learning difficulties attain the expected standards in national tests in Year 2 and Year 6.

12. The most-able pupils also achieve very well as a result of the school's careful analysis of their needs and because they are set difficult enough work. They consistently attain the high standards of which they are capable and play a full part in the life of the school. Those pupils who have special talents in music or sport also achieve very well as a result of the opportunities provided for them and the encouragement given to develop their skills in and out of school.

Pupils' attitudes, values and personal development

13. Pupils show a very positive attitude towards the school. They are keen to come each morning and clearly feel secure and at ease in the school environment. This enables them to take full advantage of all the school has to offer and make substantial progress in their education. They pay attention to their teachers in lessons and undertake assigned tasks with commitment. They also participate with enthusiasm in extra-curricular activities. During breaks and at lunch time pupils use their free time constructively.
14. Standards of behaviour are generally good. Indeed, in the majority of lessons where the teaching is good or better, pupils' attention is fully engaged and behaviour is very good. However, in those few lessons where teaching is less than good the behaviour of some pupils can sometimes be of a lower standard and staff effort has to be expended in correcting some inattention. On other occasions, such as assemblies, registration periods and break-times, pupils' behaviour is exemplary. For example, in one 'wet' playtime during the inspection, when pupils were confined to their classrooms, pupils behaved very well with only minimal supervision from the staff. There were no exclusions during the previous year. Thus, overall, a calm and orderly atmosphere pervades the school and this enables pupils to make substantial progress with their learning. Pupils with special educational needs take a very positive attitude to their work. They are eager to contribute to all aspects of school life. These pupils work well with the specialist teaching staff.
15. Pupils get on very well with each other. This is in part due to the warm and friendly ethos of the school. It is also due to the fact that nearly all the pupils come from the village so they know each other well and hence many deep and lasting friendships have been established. The closeness of the school to the community it serves is clearly reflected in the high quality of its relationships. No instances were observed of bullying or other forms of oppressive behaviour, nor were any reported to the inspectors. There is very good rapport between pupils and staff, based on mutual care and respect. Pupils show a remarkably high level of self-confidence. For example, two pupils when asked to read to an inspector selected for the purpose a play that they had written themselves. This confidence encourages pupils to take initiatives. In an assembly, for example, when the overhead projector was to be used, several pupils, without being asked, got up and switched off the lights. It also leads to well-developed social skills, so that pupils converse freely with adults in a coherent yet respectful way. Year 6 pupils take on a range of responsible roles around the school. Some care for younger pupils during break and lunch times, whilst others assist the school secretary with minor tasks in the office during their free time. Surprisingly there is no school council, as clearly these pupils would respond well to such a body, but the school is hoping to set one up in the near future. Overall, the relationships in the school, and the personal development of pupils, are very good.
16. Attendance is excellent, being well above the national average, and it has been rising steadily over recent years. Most cases of authorised absence are due to minor

ailments. Unauthorised absence is very rare and is well below the national average. Virtually all pupils arrive punctually, hence the school day starts on time. Pupils' excellent attendance is a clear reflection of the enthusiasm of the pupils for what the school has to offer.

HOW WELL ARE PUPILS TAUGHT?

17. Overall, the quality of teaching is very good. Of the lessons observed over two-fifths were very good, a similar proportion good and the remainder satisfactory. Teaching of this quality contributes significantly to the high standards pupils attain and to their very good achievements. The quality of teaching has improved considerably since the last inspection.
18. The teaching of English, mathematics and science is very good throughout the school and promotes high standards in these subjects. Overall, the quality of teaching in all other subjects is good. A consistently strong feature of teaching is the way in which teachers promote pupils' literacy and numeracy skills in all subjects. As a result, pupils learn to apply their writing skills to a range of subjects and situations and use their mathematical knowledge to aid learning in science, geography, history and design and technology.
19. In English, teachers promote pupils' speaking, listening, reading and writing skills very well, resulting in most pupils being articulate and fluent readers and writers. However, there is a relative weakness in the lack of rigour with which teachers pick up on pupils' misspelling in Years 5 and 6, which results in careless spelling of common and subject specific words. Teachers use the structure of the National Literacy Strategy very well to help pupils achieve high standards.
20. Standards in mathematics have improved considerably since the last inspection because teachers have implemented the National Numeracy Strategy very successfully. This is particularly noticeable in the speed at which pupils calculate mentally, in the range of strategies they use to simplify their calculations and in their grasp of number patterns and sequences.
21. In the very good lessons observed, teachers had high expectations of the pace at which pupils should work and of the quality of their work. Whilst promoting the good achievements of all pupils, these high expectations were particularly effective in motivating the most-able pupils to achieve their very best. In these very good lessons, teachers and pupils get on well with each other and pupils enjoy their learning, want to improve and seek to attain their highest standards. In a very good Year 5/6 mathematics lesson, for instance, the teacher successfully encouraged pupils to overcome some initial difficulties with complex number sequences by working with them with good humour and a sensitivity to their difficulties.
22. Teaching in the reception class is consistently very good, which results in most of the children making good progress towards exceeding all the Early Learning Goals set for them nationally. Teachers and teaching assistants work very closely together to ensure that activities are well organised and productive. A significant strength, resulting in children settling happily on entry to the school and in their continuing to make very good progress, is the involvement of parents, both at the start of and during the school day. Children's language and literacy skills are very well promoted in all activities because all the adults who work with them constantly engage them in conversations and have high expectations of their oral responses to searching questions.

23. Teachers use time and resources very well. In many lessons, pupils were enabled to understand concepts more clearly as a result of visual aids. Good and very good lessons are conducted at a brisk pace because teachers ensure that pupils work hard and behave sensibly.
24. In the lessons that are only satisfactory, the pace of learning is slower, because too much time is spent correcting some minor misbehaviour by pupils. In one or two lessons the teachers' plans were insufficiently detailed to provide the teacher or pupils with a clear idea of what they were to learn.
25. Pupils with special educational needs are very well taught and supported. As a result, they take a full part in lessons, achieve very well and often attain expected standards for their age in national tests. They are particularly well supported by experienced and very effective teaching assistants, especially in improving their skills in reading, writing and mathematics.
26. The quality of pupils' learning is very good throughout the school. From the reception class onwards, pupils very effectively apply their knowledge and skills to help them tackle new work. They are particularly adept at using their very good English and mathematics knowledge and skills in many subjects, which significantly contributes to the above-average standards they attain in design and technology, geography, history and religious education. Their ability to concentrate well and to work independently contributes well to the amount and quality of work they produce and to the range of materials and media they use in their work. For example, many pupils research information at home, using the Internet and computer programs, enhancing the standards they attain and the presentation of their work.

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

27. The curriculum for pupils aged six to 11 is very good. It is very broad, very well balanced and relates to the pupils' own experiences. It now meets statutory requirements in all subjects, which represents very good improvement since the last inspection in design and technology and information and communication technology. The successful implementation of the National Literacy Strategy has raised standards, particularly in writing. The very effective implementation of the National Numeracy Strategy has resulted in significant improvements in mathematics standards throughout the school. The school's provision for pupils' personal and social education is very good. There are appropriate arrangements for informing pupils about the dangers of the misuse of drugs and for sex and relationships education, which are known to the parents. This is an improvement since the last inspection. The locally Agreed Syllabus is followed for religious education.

28. Some aspects of the curriculum were judged to be deficient in the last inspection report. In addition, the school was judged not to be evaluating the effectiveness of its curriculum. Both of these issues have now been fully addressed and the curriculum is now a strength, particularly in the way in which subjects are integrated. The teaching of the curriculum is effectively evaluated ensuring that all subjects fully meet the requirements of the National Curriculum.
29. The school successfully promotes Christian values and appropriate aims, to ensure that pupils have equal access to the curriculum. There is a deep-rooted ethos of respect and care for all pupils. Teachers manage classes in ways that ensure girls and boys have equal opportunities to succeed. The provision for pupils with special educational needs is very good. They receive very good support in class from teachers and the well-briefed support assistants. Pupils who are withdrawn receive very well directed teaching from the well-trained specialist support assistant. Parents now receive copies of their children's individual educational plans. Important improvements since the last inspection are that both the most-able and those who have special educational needs make very good progress. The school ensures that pupils in the same year group, but in different classes, have equal opportunities by monitoring their work, adopting a very flexible approach to moving pupils between classes, ensuring resources are plentiful and, as far as financial restrictions allow, teaching in single-age groups.
30. There is very good provision for extra-curricular activities. Clubs include recorder, netball, and sewing, country dancing, rounders and soft tennis. Some of these are open to the younger pupils as well. The large choir meets regularly and has sung at Gloucester Cathedral in 'Puzzle of Gondwana' and in the Jubilee Concert at Deer Park in Cirencester. There are very well organised school visits linked to topics being studied, including Warwick Castle, Weston-super-Mare, The National Portrait Gallery and Sudeley Castle. Year 6 pupils experience a residential trip, well linked to many subjects and which promotes their personal, social, moral and cultural development extremely well.
31. The contribution of the community to pupils' learning is very good. The school is at the heart of the village community, which has been involved in fund-raising for the new building. Local clergy visit the school regularly. The choir sings at the harvest festival and with the local adult choir. Pupils study their village and compare uses of buildings a hundred years ago and now. The school is involved in a village twinning arrangement with a French village. Many grandparents come in to help in classrooms.
32. Provision for personal, social and health education is very good. One major termly topic in each class concentrates upon these issues. For the younger pupils, for example, a topic focussed on the book *The Lighthouse Keeper's Lunch* teaches them about healthy eating and water safety. The older pupils respect and care for the younger ones, looking after them during play times. The school nurse visits classes to discuss health issues.
33. The relationships with partner institutions are good especially with the playgroup and local nursery. Close and supportive links are maintained with a group of local schools that share expertise, for example in information and communication technology. Transfer arrangements from Year 6 to the various secondary schools is thorough and detailed.
34. The curriculum for children in the Foundation Stage (reception class) is very good. This is an improvement since the last inspection. The curriculum is planned carefully to

ensure that every child has experience of all the areas of learning. There is a particular emphasis on developing children's confidence and their understanding of mathematical language and their knowledge of sounds and letters. There is a very wide range of opportunities for children to learn skills and broaden their knowledge and understanding. Activities are well prepared and challenging.

35. The provision for pupils' personal development is very good overall. It is very good for spiritual, moral and social development and good for cultural development. This is an improvement since the last inspection. Pupils reflect on the message of stories in assemblies and religious education lessons. They appreciate the exciting experience of singing with others at Gloucester Cathedral and of visits to the church. Pupils show respect for others who contribute to school events, and are an appreciative audience. Pupils' curiosity and interest are stimulated in numeracy and science. For instance, they are enchanted when they blow into a straw or the musical instrument they have made produces a well-pitched note. Teachers encourage pupils to think about people's feelings and actions. Colourful displays of pupils' work around the school make a good contribution to the positive atmosphere that helps pupils mature and gain respect for their own and others' achievements.
36. Pupils help to construct the clear code of behaviour that is promoted throughout the school, both in the classrooms and playground. Pupils are encouraged to consider the moral aspects of people's behaviour in life and in literature. They are given opportunities to express their views about world problems such as global warming. Pupils value the rewards they earn and want to celebrate their successes with others in special assemblies. They have a clear understanding of right and wrong and take on responsibilities seriously and cheerfully. They are proud when they meet their targets or are given praise. Relationships in the school are very good and adults provide pupils with very good examples upon which to model their own behaviour.
37. Pupils discuss problems or work well with each other in many lessons. They work together very well in productions because they are very clear about their roles. Pupils are encouraged to help by giving instructions to others at the end of assembly or playtime. Pupils enjoy the responsibility of making school a better place in which to work and play. They feel they make a real contribution to the life of the school. Visitors to the school, and visits to places such as the Houses of Parliament, provide positive links with a wider community. Residential visits provide an invaluable experience of living and working together in another setting. Pupils are proud of their school and make a positive contribution to their own learning and development.
38. The provision for pupils' cultural development is now good. Music, art and design and literature from this country and diverse cultures are used thoughtfully to extend pupils' knowledge and use of cultural imagery and language. Pupils study countries such as France, India, Africa and Holland in depth and produce their own presentations, for example, about France, very successfully. Cultural awareness is extended in many activities. Pupils reflect thoughtfully on famous people's lives, celebrate Chinese New Year, Diwali, Guru Nanak's birthday and Christmas. They are involved in celebrations of their own cultural heritage through country dancing, sports days and the Golden Jubilee.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school effectively discharges its duty of care towards its pupils on the basis of a well thought out health and safety policy. It provides an environment that is generally safe and secure. For example, there are clearly marked emergency exits from all teaching areas. However, these are not always kept free from obstructions at all times. Regular fire drills take place and these are recorded. Good records are also kept of any accidents that occur, with details of what happened and the action taken. There are now two qualified first-aiders in the school and they are supported by one of the learning support assistants, who is also a state registered nurse. The provision and procedures for dealing with illness or accidents has improved significantly since the previous inspection. There is good support from outside agencies, including a doctor and the school nurse, the latter also contributing to the delivery of the personal, health and social education programme. Effective risk assessments are undertaken for all relevant activities in the school, but these have yet to be extended to cover outside trips. There are good procedures in place for child protection.
40. Provision for pupils with special educational needs including those with a Statement of Special Educational Need, is managed very well. The targets set for pupils with special educational needs are well monitored and reviewed. The class teachers ensure that pupils receive effective support, sometimes delivered by a teaching assistant.
41. This is a very caring school in which staff know the pupils well and hence are able to give them effective support and guidance on their welfare and personal development. Pupils are encouraged to show initiative and take responsibility. They respond well and this strengthens their self-confidence. There are good procedures for the induction of new pupils, many of whom have come from the local playgroup. Links are also well established with the receiving secondary schools; hence the transfer of pupils to the next stage of their education goes smoothly. There is good curricular liaison, especially in science and information and communication technology. Behaviour is well managed in the classroom and elsewhere around the school, using an appropriate policy which is consistently applied. This includes an effective system of rewards and sanctions and 'golden rules,' which are discussed with pupils.
42. The school takes steps to improve attendance and the successful outcome testifies to their effectiveness. Pupils earn certificates for achieving 100 per cent attendance over the year. Procedures for authorising absence are now very rigorous and have been significantly improved since the last inspection. The importance and methods of marking registers are clearly set out in the staff handbook and indeed most registers are very well kept. However, some have deficiencies, which suggest that occasionally registers are not called during the afternoon session. Thus, the legal requirements are not being fully met. Also, whilst some registers are returned to the office after they have been marked, others are held in the classroom. Both of these practices are acceptable, but for reasons of health and safety, the school should opt for one or the other.
43. The school's arrangements for assessing pupils' attainment and progress are good and effectively promote their academic and personal development. Work is regularly marked and often provides pupils with key points for improvement. Throughout the school, teachers set pupils regular tests in spelling, mental arithmetic and to ensure that they have learnt their multiplication tables. At regular intervals during the year, pupils complete pieces of work in writing, mathematics and science which provide teachers with information about their attainment and progress. When children enter the reception class they are assessed according to set criteria to determine their attainment. At the

end of each subsequent year they complete nationally recognised tests, which enable teachers to determine their progress. The results of those tests are used well by teachers to influence what they will teach in subsequent lessons and to set pupils individual and group targets for improvement in English and mathematics.

44. The school's procedures for assessing whether pupils have a special educational need are very good and the subsequent evaluations of their progress towards meeting the targets in the individual education plans are rigorous.
45. Teachers report annually to parents their detailed evaluations of pupils' attainment and progress in all subjects and of their personal development and set targets for improvement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Overall, the effectiveness of the partnership between the school and parents is very good.
47. Parents are very positive about the school. In particular, they are impressed by the good progress their children make and the high standards of behaviour. They are pleased that the teachers have such high expectations of pupils and they believe that the leadership and management of the school are very good. All these positive views are essentially substantiated by the inspection. Some concerns were raised by a few parents. These include the lack of challenge and variety of homework, and the arrangements for transferring pupils from class to class as they move up the school. These are addressed in the appropriate sections of this report. Some parents claim that they are not kept well informed on their children's progress, though many take a contrary view. The findings of the inspection on this issue are described in the paragraph below.
48. Parents are provided with a very good annual written report on their children's progress. This describes how well they are performing in subjects across the curriculum and also in their personal development. As well as detailing strengths, the reports describe in a frank and helpful way pupils' weaknesses and how they may overcome them. There are two opportunities in each year for parents to discuss their children's progress with class teachers. In addition an annual Open Evening is held, which gives them the opportunity to observe the wider work of the school. Regular newsletters are sent home to keep parents informed about forthcoming events and the life of the school in general. Both the school prospectus and the governors' annual report to parents are produced to a high standard and now fully meet the legal requirements. There is an informative school web-site. Thus, overall, the quality of information provided by the school for parents is very good and has improved considerably since the past inspection.
49. The school keeps parents of children with special educational needs fully informed, an improvement since the last inspection, and they are provided with opportunities to discuss any issues at regular meetings.
50. Parents support their children's education by hearing them read and by helping them with their homework. Indeed, the school's homework policy is based on partnership with parents, who are given detailed advice on how they can provide effective help. Some parents and grandparents help in school by providing assistance in the classroom, with sporting activities and with administrative tasks.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher and other key staff lead and manage the school very well. The headteacher sets very high standards for both pupils and her staff. As a result, pupils attain and achieve very well and teaching is of very good quality. Equally important are the very good relationships that exist between pupils, teachers, parents and governors, and which promote a very positive ethos within the school community. The school is a very effective place for teachers to teach and for pupils to learn and develop.
52. An ethos of high achievement permeates the whole school. The school's improvement plan indicates concisely what needs to be done to improve standards and provision, who will take responsibilities for various actions, how much the initiatives will cost and the criteria for judging whether improvements have been good enough. The school is very successful in meeting its aims and promoting its values, particularly in educating pupils to a high standard within a Christian tradition.
53. Governors fulfil their statutory duties well overall and perform other roles and responsibilities effectively. They are well organised, knowledgeable about the school's strengths and weaknesses, and keen to ensure that pupils achieve well and have a broad and rich curriculum. Much of their most effective work has been in securing great improvements to the school's accommodation and in making sure that building work has been well planned and executed. Governors are well informed about the school's relative academic standards compared with other schools locally, nationally and of similar type and they closely monitor the success of new initiatives and the impact of their spending. An area of relative weakness is in not ensuring that statutory requirements for completing attendance registers are fully carried out.
54. The school is highly self-evaluative. National test results and other data gathered from standardised and internal tests that the pupils complete are analysed in detail in order to establish where individuals or groups of pupils need to improve. This information is used well to improve overall standards and to set challenging targets for maintaining high standards in national tests in English and mathematics. Lessons are frequently observed by key staff to ensure that the quality of teaching is good enough, to identify areas for improvement and to enable effective practice to be shared by all teachers. Pupils' class work is analysed regularly, providing another well used source of information about what they need to do in order to improve.
55. Provision for children in the reception year is very well managed. As a result, children settle happily into school and confidently make very good progress in their learning. Similarly, the organisation of learning for pupils with special educational needs is very good, resulting in them making good improvements and achieving very well. Pupils who are exceptionally able are very well provided for. Apart from the challenging work set for them in lessons, they have opportunities when appropriate to take national tests in Year 6, at levels well above those expected for their age.

56. Finances are well managed and funds available are used very well. Over the last two years governors have decided to maintain generous staffing levels in order to provide as much single-age class teaching as possible, in the reception class and in Years 1 and 2. They are acutely aware that this has resulted in an annual budget deficit. However, they have planned effectively to ensure that the budget will balance next year and thereafter, but with a minimal impact on standards. Governors consistently and successfully ensure very good value for money for goods and services, for example, building works and equipment for the relatively new information and communication technology suite.
57. Presently, the school is generously staffed with well-qualified teachers and deploys experienced and effective support staff well. The quality of resources to support learning in subjects is good and has improved well since the last inspection. Accommodation is satisfactory overall, and is used well. The new very good quality classroom block provides those pupils and teachers who use it with a very good quality, pleasant environment in which to work. However, the school hall is too small, which places restrictions upon the range of activities it is possible to offer, especially in indoor physical education lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The following minor issues should be considered by the school:

- (1) Older pupils carelessly misspell words they should know.
(Paragraphs 6, 73)
- (2) Attendance registers are not always completed as they should be at the start of the afternoon session.
(Paragraph 42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	43	42	15	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	126
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	19

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	2.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	9	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	91(100)	91 (100)	91 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	19	20	20
Percentage of pupils at NC level 2 or above	School	86 (100)	91 (100)	91 (100)
	National	85 (85)	89 (89)	89 (89)

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

Due to the small number of pupils in the Year group the individual numbers are not included in the table.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	13	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	13	13	13
	Total	26	27	27
Percentage of pupils at NC level 4 or above	School	96 (89)	100 (89)	100 (89)
	National	75 (75)	73 (72)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	14
	Girls	13	13	11
	Total	24	27	25
Percentage of pupils at NC level 4 or above	School	89 (89)	100 (89)	93 (89)
	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	116	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

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

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	21
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	60

Financial information

Financial year	2001-2002
	£
Total income	331154
Total expenditure	340842
Expenditure per pupil	2601
Balance brought forward from previous year	39673
Balance carried forward to next year	29985

Results of the survey of parents and carers

Questionnaire return rate 32 per cent

Number of questionnaires sent out	130
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	2	2	0
My child is making good progress in school.	58	38	0	0	4
Behaviour in the school is good.	51	44	0	0	5
My child gets the right amount of work to do at home.	33	48	13	3	3
The teaching is good.	46	50	2	0	2
I am kept well informed about how my child is getting on.	34	41	21	2	2
I would feel comfortable about approaching the school with questions or a problem.	68	24	6	2	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	39	51	5	5	0
The school is well led and managed.	51	49	0	0	0
The school is helping my child become mature and responsible.	70	25	3	0	2
The school provides an interesting range of activities outside lessons.	41	37	15	0	7

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

58. There were 15 children in the reception group at the time of the inspection. Seven of these were full-time and eight, the youngest children, attend for mornings only until January. For almost half of the week the reception children are taught as a separate group, but on other days they combine with Year 1 pupils. Most children attend local playgroups before coming to school. The school has good links with these playgroups and children spend some time in school before admission. Overall, the attainment of most children on entry to the reception class is above that typical of children of this age. Children achieve well in all the areas of learning recommended for young children. By the time they are five most exceed the expected levels in all areas, especially numeracy and literacy.
59. The provision for children under five is now very good and has improved considerably since the last inspection, because the teacher plans across all the six areas of learning and the provision for outdoor play is much improved. The classroom has attractive displays of children's work and is bright and stimulating. There is a very good, separate area with a reading corner and space for imaginative play. The quality of teaching of children under five is very good in all the areas of their learning. The teacher and teaching assistants work very closely together and prepare children well for entry into Year 1. Early morning sessions, when parents stay to work with their children, are very well organised and children are proud to show their parents how quickly they are achieving their targets. Any children with special educational needs are noted quickly and the targets set for them in their individual education plans are appropriate and achievable. Day-to-day evaluation of pupils' progress is very good because the teacher checks on the learning of all groups each week, to ensure that activities match children's abilities. The assessments made on entry are used effectively to provide a basis for tracking each child's progress through the school.

Personal, social and emotional development

60. Children make good progress and clearly enjoy coming to school. Routines are quickly reinforced and children become used to the morning work session when they arrive and meet the expectation to sit quietly at snack time. Children grow in confidence and develop a sense of self-worth and achievement. Children are interested in their work and are encouraged to make choices of activities during the day so that not all activities are directed by the teacher. Children share and co-operate well, for instance, working together in Santa's workshop in a quietly busy way because the expectations of how the workshop is to be used are made clear. Some children still need additional adult support to cope with a group situation by taking turns and listening to others, but they are learning to do this sensibly. Children clear away independently and show initiative and responsibility in their selection and use of equipment and materials. Children's concentration improves and they participate in literacy and numeracy sessions because the teacher makes the lessons so interesting.

Communication, language and literacy

61. Children make good progress in speaking and listening, reading and writing. Discussions in lessons show that children have good speaking, listening and thinking skills. Most speak in well-structured sentences. For example, one says, 'That's a very tricky one', when the teacher asks them about the difference between two containers, but then offers a sensible suggestion. The children learn rhymes, which they recite, and use a good range of vocabulary, explaining the meaning of words such as 'inflatable' correctly. Children quickly learn to write their name on their work and practise forming letters correctly, moving from tracing over letters to writing under a model. More-able children build sentences from words they know. They enjoy letter recognition activities and have many opportunities to read with an adult. Reading is very well organised and there are very good reading records. Staff build children's confidence and interest by using good questioning skills to increase their understanding and vocabulary. Early morning activities support children's reading and writing activities very well and give parents an opportunity to help their children learn and to see how they are progressing.

Mathematical development

62. Children make good progress in the development of numeracy skills because they have daily opportunities to consolidate their learning. They learn how to form a circle, and count from one to 18 forwards and backwards as they steadily pass a teddy bear around the circle. They synchronise the counting and passing movement well. They start at different points of the circle to count from one and guess who will be number five or seven. Children enjoy this and achieve well. Words such as *full, empty, half-full, half-empty* are reinforced very effectively during the snack session and children think very carefully when asked if their container of sand or water is full or empty. More-able children accurately colour pictures of containers on a worksheet, some using the pictures on the wall as a guide to what they have to do. Anticipating what will happen when the contents of one jug are poured into another container is great fun and children develop an awareness of *more, less, the same and different* very effectively as a result.

Knowledge and understanding of the world

63. Children make good progress in the development of their knowledge and understanding of the world. They know how to use the mouse-controller to move phrases on the computer screen to create sentences with a beginning, middle, end and full stop. Good levels of supervision and support ensure that children gain success and improve their skills in lessons. They use a painting program to create attractive pictures and cards. Children know that it must be night if there are stars and the moon in the sky, and that there were no cars or aeroplanes when Mary and Joseph travelled to Bethlehem. They have a good understanding of the order of changes from babies to adults. Children make interesting buildings and shapes with construction materials and have a good knowledge of which items in the home need electricity or batteries. The children know the names of the months of the year and order the days of the week accurately when completing a weather chart.

Creative development

64. Children make good progress and achieve well because they have many stimulating and challenging opportunities for learning. Following a visit to the National Gallery last year, children know that a painting of a person is a portrait. They enjoy painting and use brushes and colours well. Children make interesting chairs with boxes and collages using a wide range of papers and textures. Children sew around a Christmas stocking, and use tape and glue purposefully and efficiently. Children enjoy singing and making music. They know the names of several instruments and how to hold and play them correctly. Children play imaginatively in the very well constructed Santa's workshop, activities stimulating their language and ideas well. These areas are changed regularly and are linked very well to topics.

Physical development

65. Children make good progress in physical development, learning new skills in lessons and developing awareness of others as they move around the hall. They listen to music attentively and try hard to stretch and move as directed, clearly thinking about the activities. They have wheeled toys that they use in the better weather in the secure area outside the classroom and have easy access to the all-weather adventure playground. They move confidently around this, balancing, climbing and swinging with agility. This area of learning has significantly improved since the last inspection. Children learn to use tools, materials and equipment with increasing dexterity. They thread needles before they sew, and cut different fabrics and papers with improving co-ordination. Children demonstrate good skills when they fill containers with sand and water and use a variety of construction materials to build, which develops their manipulative skills.

ENGLISH

66. Overall, pupils currently in Years 2 and 6 achieve well above average standards in all aspects of English, except in spelling in Year 6 where the standard is above average. This represents a good improvement since the last inspection.
67. Results in the 2002 national tests show that, overall, pupils in Year 2, of whom almost a quarter had special educational needs, attained standards above the national average in writing and in line with the national average for reading. The reason why average standards were comparatively lower in these tests than in 2001 and in comparison with current standards, is that a much higher than normal proportion of pupils in this year group have special educational needs. Compared with those in similar schools, standards were average in writing and below average in reading. Results in the Year 6 2002 national tests were well above the national average and the average for similar schools.
68. A strength in both Years 2 and 6 is that, in contrast to the national trend, boys achieve as well as girls, even in writing. Pupils with special educational needs are given very good support and make very good progress, which is also an improvement since the last inspection. When these pupils are withdrawn from lessons, to be taught by the experienced learning support assistants, their specialised programmes of work are very well organised. Within the classroom, teachers plan carefully for these pupils. The large number of more-able pupils is always set work that is difficult enough to enable them to achieve very well.
69. Pupils of all ages are confident speakers and listeners, most achieving standards very well above national expectations. At the Christmas performance of Baboushka, for

example, Year 2 pupils spoke with very good poise, clarity and confidence to a crowded village hall. In a very good lesson for Year R/1, all pupils, including those with special educational needs, could identify the position of vowels in a range of words. There is great emphasis on the development and organisation of ideas and the extension of vocabulary. Teachers insist upon and train pupils to give very well reasoned answers for their views. In a very good Year 4/5 lesson, after reading '*City Lights*' by Kit Wright, pupils worked well in pairs, listing which metaphors and similes they had appreciated and why. Drama is a regular feature of the timetable. For instance, Year 5 pupils write plays together and then act the variety of characters by changing the tone, speed and rhythm of their voices. In most classes, pupils listen very well and show respect for the ideas and opinions of others.

70. The standard of pupils' reading is well above the national expectations for their age in Years 2 and 6. This is an improvement since the last inspection. All pupils read a wide range of books and follow a continuous and increasingly challenging reading programme. There is an extensive collection of books including drama, poetry, fiction and non-fiction stored around the school. The pupils in Year 2, who are confident and fluent readers, know how to use a dictionary and that the contents page of books is where to locate more specific information. The more-able pupils have a very well organised 'contents' page in their history topic books about 'Famous People'. The oldest pupils, both boys and girls, are mature and discerning readers of fiction and poetry. They select books for specific purposes and use a personal reading journal to record their critical review of books. Pupils' reading skills enable them to cope with most texts across the whole curriculum. Older pupils use the Internet and the wide variety of books available within the classroom for independent research. However, because of the present location of the library, it is under-used and consequently pupils cannot identify specific reference books by using the nationally recognised system to be found in public libraries. The school is very careful to ensure that there is a wide variety of books, so that pupils in classes of more than one year group do not repeat work.
71. Overall, standards of writing in Years 2 and 6 are well above average. This is an improvement since the last inspection, and is the result of a detailed and carefully planned teaching programme introduced since then. A further strength of pupils' writing is that much of the work is linked to other subjects studied, so that pupils develop and use a wide vocabulary. Year 2 pupils write imaginative poems about the Great Fire of London, using rhyme and the correct presentation format. Pupils in Year 6 evaluate the effectiveness of a leaflet advertising one of the local secondary schools, and are constructively critical of its contents. For instance, more-able pupils gave a detailed and considered explanation of how a leaflet could be improved by providing more information on lessons and activities. Work is well produced and presented. For example, Year 4/5 pupils produced humorous poems of their own using a word processor. Throughout the school, information and communication technology is widely and effectively used to support learning.
72. A systematic spelling programme has been very successfully introduced for the younger pupils. The importance of correct spelling is emphasised in lessons. In a Year 1 lesson, the more-able pupils were reminded that if they were copying words from text then the class teacher expected them to copy these correctly. Pupils in Year 2 spell as well as they write. The teaching of spelling amongst older pupils has not been so rigorously monitored, nor has similar emphasis been placed upon spelling conventions. The importance of spelling accurately does not have a high profile in Year 5 and 6. In consequence, older pupils often misspell words they should know in their work in many subjects, despite doing well in formal spelling tests.
73. Overall, the quality of teaching throughout the school is very good. Lessons are very

well planned, are lively and purposeful and delivered at a brisk pace so that pupils work swiftly. The well-prepared resources are used imaginatively. Teachers have very high expectations of pupils, whatever their ability, and make very good use of questioning to check pupils' understanding and to challenge their thinking. Consequently, pupils are enthusiastic, eager to learn, answer questions keenly, collaborate well in shared tasks and generally behave well. Support staff are very well briefed to enable them to play an effective and full part in lessons. In a very good Year 2 lesson about instructional writing, the class teacher demonstrated how to wrap a Christmas present, using very carefully structured questioning to ensure they understood the task. This then allowed pupils of all abilities to complete a well-organised list of the necessary steps, the more-able pupils writing longer well-structured sentences. Almost all pupils make very good progress. However, in a satisfactory lesson the pace of the lesson was slower and pupils were not totally clear about what to do. As a result a small minority of boys became restless.

74. The school has a thorough system to check pupils' progress at the end of the school year. In all classes, work is marked regularly, often pointing out how pupils could improve their work. For example, the very good marking in Years 5 and 6 makes a significant contribution to pupils' very good progress, apart from some weaknesses already referred to in paragraph 73. Pupils and teachers agree the targets for each piece of work before they start, and pupils, as well as the teacher, evaluate the work.
75. The subject is well led and managed. The joint co-ordinators are knowledgeable and committed to raising standards further. They have a good overview of the subject. The co-ordinators observe teaching, analyse teachers' plans to ensure that teaching is good and ensure that the curriculum is fully taught. English has a very high priority and is used effectively to enhance achievement all subjects. Homework is used appropriately. The quality of resources to support learning is good.

MATHEMATICS

76. Since the last inspection, standards have risen strikingly, which represents excellent improvement.
77. In the Year 2 national tests in 2002, standards were well above average. When compared with similar schools standards were average. On average over the period between 2000 to 2002, boys and girls outperformed their peers nationally.
78. In the 2002 Year 6 national tests, pupils attained very high standards compared with pupils in all schools and those in schools of a similar type. Data shows that these pupils' progress between Years 2 and 6 was excellent. There was little difference between the achievements of boys and girls between 2000 and 2002, both of whom have considerably outperformed their peers nationally.
79. In the present Year 2, standards are above average. Present standards reflect the slightly lower average attainment in the subject of this year's Year 2, compared with the previous Year 2. However, pupils are achieving very well. The most-able are already attaining high standards for their age and those who find mathematics more difficult are working hard to reach those standards. Most pupils have a secure grasp of basic number facts and of two and three-dimensional shapes. The most-able pupils add three-digit numbers, use mathematical language correctly to compare height, length and size and measure length, using cubes or objects such as paper clips. Pupils construct clearly labelled bar graphs to illustrate their favourite colours and fruits. More-able pupils manipulate and investigate numbers adeptly, for instance, to use the integers 2, 5, 7 and 9 to form three-digit numbers and to put them in order.

80. Less-able pupils in Year 2 have a satisfactory grasp of numbers to 20, generally choose the correct operation when faced with a mathematical problem and have a good range of vocabulary to describe addition and subtraction. A weakness in their attainment is in telling the time, particularly in converting analogue to digital time, and in adding or subtracting numbers which cross multiples of ten, for instance $27+8$ or $32-5$.
81. In Year 6 currently, standards are well above average, although there is a slight drop from the previous year because there are fewer very-able mathematicians. As in Year 2, however, pupils in Year 6 achieve very well as a result of very good teaching.
82. The most-able pupils in Year 6 employ a wide range of strategies to calculate orally at speed. They explain their methods clearly and logically. They recognise and use number patterns and sequences to shorten their calculations and are comfortable working with very large numbers, negative numbers and decimal fractions.
83. Most pupils in Years 5 and 6 work out averages correctly and use algebraic formulae to calculate the areas and perimeters of irregular shapes. They organise a range of data in clear graphical form, often using computer programs to produce very well presented and colourful frequency graphs and pie charts.
84. Pupils with special educational needs achieve very well. As a result of well planned, expertly carried out support, many pupils are enabled to reach the standards nationally expected in national tests.
85. Overall, the quality of teaching is very good and contributes significantly to the high standards pupils now attain. In the best lessons, teachers encourage all pupils to explore number patterns and sequences for the sheer enjoyment of discovering the wonder of mathematics, but also to apply their findings to aid their calculations. Most teachers have very high expectations of the quality and pace of pupils' work and they expect pupils to take a pride in setting out their work logically and neatly and to learn from their mistakes. In both the Year 4/5 and Year 5/6 classes, for instance, it is clear from looking at pupils' work that their teachers expect them to evaluate in writing how difficult they find certain aspects of their work. This results in pupils having a very good knowledge of their own learning.
86. The teaching of the more-able pupils is particularly good and contributes very well to the high standards they attain. Despite their high ability, these pupils find the tasks they are given difficult and engaging. Teachers are particularly good at setting open-ended tasks which extend pupils' thinking and promote their attainment beyond that expected for their age. In a very good Year 5/6 lesson, for instance, the teacher fully extended pupils' thinking about the relationship between square and triangular numbers, which resulted in them attaining at the level expected of Year 7 pupils.
87. Teachers also make very good use of resources to help pupils better understand mathematical concepts. For example, in a well taught Year 2 lesson about time, those pupils who experienced difficulty conceptualising half-hours or the way in which digital time is recorded, were greatly helped to understand better because they were provided with 'clocks' which they could manipulate to place the exact times required.
88. In the very few lessons where teaching is only satisfactory, lesson plans do not identify clearly enough what children should learn during the lessons and the pace of lessons is slower.

89. The significant improvement in standards since the last inspection has partly been the result of the school's very successful implementation in the National Numeracy Strategy. All pupils have a wide and varied mathematics curriculum, which fully covers the requirements of the National Curriculum. Pupils' social development is promoted well as a result of their working co-operatively, as 'mathematics partners', to share ideas and to solve problems together. Teachers do not always use opportunities sufficiently to help pupils understand the enormous contribution made by cultures other than their own to the body of mathematical knowledge.
90. Assessment procedures are very good. Teachers use the information they gain from pupils' test papers and the work they mark, very well, to identify weaknesses in pupils' attainment, which they subsequently address in lessons to enable pupils to improve. Pupils are set regular mental arithmetic tests to help them become more accurate and speedy in their calculations.
91. The subject is very well led and managed. Good quality resources are provided to support teachers, especially in mental sessions and to reinforce the understanding of concepts for the less-able pupils. As a result of lesson observations, teaching has improved and promotes higher standards. Pupils' progress from year to year is carefully tracked and, where it is found that pupils are falling behind, effective remedial action is taken. Funds made available to help the less-able pupils attain the expected level in national tests are used well. Because the knowledge about pupils' progress is so good the school sets realistic but demanding targets for its results in national tests.

SCIENCE

92. The provision for learning is very good and pupils, including those with special educational needs, achieve very well by the end of Years 2 and 6. Pupils attain standards that are well above the levels expected nationally in all areas of the subject. Standards have improved since the last inspection, and have remained consistently above national averages. The school meets challenging targets very effectively. Factors that contribute to the high standards in science include:
- an imaginative and consistent approach to the teaching of science drawing on the local education authority guidelines and the reinforcement of learning in other subjects;
 - very good teaching that encourages discussion and the need to explain 'what we have found out';
 - a strong emphasis on practical scientific enquiry and experimentation;
 - good use of assessment for the formation of groups to ensure that tasks match pupils' abilities;
 - the careful monitoring of pupils' progress;
 - simple and effective methods of recording investigations;
 - pupils' enjoyment of the subject.
93. Overall, pupils enter Year 1 with knowledge and understanding of the world that is above that expected for their age. The teacher carefully records what they know about a topic before they begin to learn about it. At the end of the unit of work she writes down what they know then. This very good practice reveals that pupils' scientific vocabulary and knowledge increase significantly and pupils' written work confirms that they have a good understanding of, for example, forces, electricity, living and non-living things. In an exciting and busy Year 1/2 lesson, pupils used knowledge gained in previous work when designing musical instruments that make sound in different ways. They knew what 'sound' is and that it 'travels in waves because air vibrates' and pupils effectively used

the vocabulary they had learned to tell adults how they made their instruments. Pupils' writing and drawings show increased maturity in Year 2 and the quality of their diagrams and observational drawings is very good. However, more-able pupils do not always achieve as well as they should when measuring accurately or when establishing how to carry out a fair test.

94. Pupils in Year 3 use skills learnt in literacy well when they make contents pages for their science books and organise their ideas well. They have a good knowledge of what plants need to grow and the importance of the hedgerow to provide a habitat for birds and animals. They illustrate their work on body functions very carefully. Pupils understand the meaning of opaque, translucent and transparent. Pupils in Years 4 and 5 have a good understanding of how plants survive and disperse their seeds. They produce very good observational drawings to support their work and, at the end of the experiment, write 'we have proved that' so that they know exactly what their conclusion is. Pupils in Years 5 and 6 complete grids and graphs of their results accurately and show very good understanding of circuits and parallel switches. They demonstrate clear thinking on their experiments about sound and use specific scientific terms correctly when they predict how light travels. They measure with a protractor and have a clear understanding of reflections from a light source. In their 'Quick Science' lesson they analyse parts of their investigation of the previous day and this consolidates their understanding effectively. Some more-able pupils explain their findings fluently, with a very clear understanding of the processes and the conclusions they make.
95. The quality of learning throughout the school is very good and pupils achieve very well over time. They build successfully on that they have learned before, recalling rules and equipment they used well. Very good support is given to pupils with special educational needs and tasks are matched well to their abilities. As a result they achieve very well. Teachers ask open-ended questions and ensure that there are questions that everyone can answer so that no-one feels reluctant to join in the discussion. More-able pupils have opportunities to work and achieve at a higher level.
96. The quality of teaching is very good overall. Scientific terms are introduced and used correctly so that pupils' understanding of them is gradually increased. Teachers plan enjoyable and stimulating lessons. This ensures that pupils are purposefully involved in practical activities but also know that they are expected to record what they do, accurately. Teachers explain the purpose of the lesson clearly and discuss with pupils what has been achieved during the lesson. Teachers mark work thoroughly. There are some very good examples of dialogue between pupils and teachers that extend pupils' understanding of the experiment and show them that their comments and work are valued. There is a very clear emphasis on developing pupils' thinking and problem solving skills. Teachers successfully strike a fine balance between leading pupils to conclusions and allowing them to find out for themselves. Teachers, teaching assistants and voluntary helpers work together well to maintain pupils' enthusiasm for the subject.
97. Pupils have very positive attitudes towards the subject, because they enjoy learning and find the topics interesting. They enjoy practical work and are keen to demonstrate their understanding of what they have done. Pupils take pride in the presentation of their work although, on occasions, words that they have learned in the lesson are spelt incorrectly because pupils do not take time to check what they have written.
98. The subject is led and managed very well. As a result of the co-ordinator's effective evaluations of teaching, the quality of pupils' work and support and advice standards continue to rise. The pupils' use of literacy and language skills in the writing of their

reports and discussions is very good. Numeracy skills are used effectively to compile graphs and tables. Pupils' observational drawing skills are used very well to enhance the quality of their learning and their work. Good use is made of information and communication technology to support learning, for instance, in learning about the human body and to record pupils' findings in tabular or graphical form. Resources are good and visits extend pupils' learning purposefully. Contacts with other schools give pupils an opportunity to develop as 'scientists' and to work with others in another setting. Science makes a very strong contribution to pupils' spiritual, moral, social and cultural development through its stimulation of curiosity and opportunities to learn in a wider community.

ART AND DESIGN

99. Overall, pupils' attainment is above national expectations for their age in Years 2 and 6 because of the very good quality teaching. Skills in drawing and painting in the style of other artists are particularly good. Pupils with special educational needs make very good progress. Standards have improved since the last inspection.
100. By the end of Year 2, pupils have a wide experience of a range of media and techniques. Pupils in Year 1 make interesting collages with a range of materials and use information and communication technology to make colourful patterns and pictures very effectively. They work hard to measure and estimate how much tissue or cellophane paper they need to make their Christmas cards and decorations. Pupils in Year 2 make very attractive table decorations with greenery and use pastels and wax crayons well to make skies of interesting hues as backgrounds for their silhouettes. They work in different ways to interpret the style of Van Gogh with sensitivity and care.
101. Pupils in Year 3 concentrate well to produce good observational drawings of musical instruments. Boys and girls in Years 4 and 5 show very good understanding of the work of many artists and ways in which their experiences influence their work. Pupils are quick to respond to the challenge of drawing according to rules set by Paul Klee. They use information and communication technology very well to draw in the style of Kandinsky and their paintings in the style of Picasso are bold and imaginative. They interpret the artist's feelings and their work demonstrates their reaction to the original paintings because they have discussed the background to the paintings so well. Pupils in Years 5 and 6 paint accurate portraits of Tudor figures because they research the topic effectively before they start work. Their pen and ink sketches of London before the Great Fire, using Pepys' London diary and old engravings as a stimulus, are of a very high standard.
102. The quality of teaching and learning is very good overall. Teachers encourage pupils to develop their skills, techniques and knowledge as they move through the school. Lessons are challenging and interesting and the very stimulating 'Art Weeks' offer a very wide range of activities. During these weeks, pupils learn woodturning, batik and tie-dye, from visiting specialists, and complete large-scale paintings of pirate ships. Art and design is well used in other subjects, for example, in studies of India, Africa, Ancient Egypt and in science. Displays around the school show that pupils' work is valued.
103. Pupils clearly enjoy their work in art and design and are developing a critical awareness of the work of a wide range of artists. They discuss their own work and offer positive comments about each other's work at the end of lessons.
104. The subject is led and managed well. There are useful guidelines for teachers. All aspects of art are covered over the year and the school successfully ensures that

pupils build on their skills as they move through the school in mixed-age groups. Pupils visit museums and places of interest locally and further afield. Art and design makes a very good contribution to pupils' spiritual, moral, social and cultural development through the visits, the opportunities for reflection upon artists' work and links within the curriculum.

DESIGN AND TECHNOLOGY

105. Overall, by the end of Years 2 and 6, pupils produce work that is above national expectations for their age. Pupils gain a good understanding of design and technology and develop the full range of skills, some to a high level. There has been a significant improvement in standards since the last inspection because of the commitment of the staff and good teaching of skills. No lessons in design and technology were observed during the inspection but there were several occasions in which skills were taught within other subjects. The school has good records of pupils' work carried out during 'Design and Technology' days.
106. The majority of pupils in Years 1 and 2 have a good understanding of the design and making process. They plan, design and evaluate what they make, and produce very good models using sliders and levers. They make good quality wheeled vehicles and apply their skills in science to make musical instruments, and in art when they make Christmas decorations and cards. Pupils estimate and sort out what materials will be needed and are encouraged to plan their work carefully so that all items are made well and resemble original pictures or models.
107. Pupils in Years 1 and 2 work out how to make drawbridges for their castles as part of their history project and pupils in Years 4 and 5 plan an appetising Egyptian feast enthusiastically. They make collars and costumes, as well as food for the party. Pupils in all classes make some items in food technology. These include gingerbread men, pancakes, bread products and lunches. There is very good consideration of health, hygiene and safety issues in the preparation of the food. Pupils in Years 4 and 5 investigate the working of torches very thoroughly and pupils in Years 5 and 6 carefully design Tudor homes and a quiz board. They solve the problems of making squares light up, when correct answers are given, through discussion and improvements to their original designs.
108. Teachers thoroughly plan the integration of design technology into other subjects, including information and communication technology, and give much thought to the activities to be included in Design and Technology days. They emphasise the need to produce good quality final models and ensure that pupils use the good range of planning and assessment sheets correctly. There is always an emphasis on learning skills, broadening knowledge and understanding of the processes used. Parent helpers and visitors give invaluable support on these days. They work very well with teachers and teaching assistants to ensure that everyone benefits from the activities and enjoys the day. The inclusive atmosphere in the school is reflected well because everyone works happily and productively together.
109. There are now good guidelines for the subject and valuable training has been provided for staff so that their skills and confidence have been increased. The subject is led and managed very well and design and technology is an important element of the school curriculum. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through the opportunities for working and planning together in lessons and special days.

GEOGRAPHY

110. Evidence from the analysis of pupils' work, teachers' plans, photographs and discussions with teachers and pupils, shows that, as a result of good teaching, standards throughout the school, including in Years 2 and 6, are above those nationally expected. This is a good improvement since the last inspection.
111. In Year 2, pupils, as a result of their study of the seaside, have a good understanding of animal life and of the landscape formed by erosion. Most pupils write knowledgeably and interestingly about the work of lighthouse keepers, the lifeboat service and of the occupations of people in seaside towns. They have a good understanding of their own locality through their studies of their village and of a local town, comparing and contrasting buildings, land use and people's occupations.
112. In Year 6, most pupils accurately explain the water cycle and know the major rivers of the five continents and the mountain ranges from which they originate. They compare and contrast life in an Indian village with that of their own, understanding that climate and economic circumstances might impact upon the type of food consumed, buildings and the daily routines in the different localities. Pupils in Years 5 and 6 develop their geographical skills well, as a result of repeating their study of their own locality. They correctly use an Ordnance Survey map keys and grid references to identify local features. Pupils preparing for a residential visit to Tenby, trace the best route, using criteria such as, avoiding possible traffic jams and seeing beautiful countryside. Pupils use scales accurately to work out the distances of different routes.
113. A feature of the good teaching is the way in which pupils are encouraged to apply the knowledge and skills they acquire in other subjects to their geographical studies. For instance, Year 2 pupils write stories and poems about the seashore, developing good literacy skills. Teachers require Year 2 pupils to use computer programs to design their own village which promotes their geographical, information and communication technology and design skills. Pupils in Years 5 and 6 frequently research geographical information from the Internet or CD-ROM to support their topic work. Teachers give them many opportunities to write persuasively about environmental issues and to make formal presentations to their classmates. In a very good Year 4/5 lesson, which was the last in a series about Europe, pupils responded very well to their teacher's suggestion that they should make a formal presentation. They compiled fact sheets about aspects of France, collecting and displaying French artefacts and a range of French foods. At the end of their presentation the pupils involved set the rest of the class a quiz about France and shared the food with them. The whole class greatly appreciated and enjoyed the session, gained new knowledge and took part in a very pleasant social occasion.
114. As a result of the wide number of geographical experiences provided by the school, the pupils' curriculum is rich and varied. The topics pupils study are well planned to enable all of them to acquire and develop appropriate knowledge and skills. Pupils' moral, social and cultural education is very well developed as a result of their studies of environmental issues, field work and the contrasts between the lifestyles of people in different parts of the world. A very strong feature of the curriculum is its link with other subjects such as English, mathematics, history, art and design and information and communication technology.
115. The subject is well led and managed. There is a helpful policy, a good range of well organised resources available to support learning and effective systems for marking pupils' work and for reporting their progress to parents. Teachers are kept up-to-date

about any new developments in the subject and training is made available to help the co-ordinator to carry out her duties more effectively.

HISTORY

116. Standards in Years 2 and 6 are above national expectations overall and pupils' achievement is very good. This is a good improvement since the last inspection. Pupils with special educational needs and the more-able pupils also make good progress. Evidence is based on lesson observations, the analysis of pupils' work, planning documents and discussions with the co-ordinator.
117. The reason for the improvement in standards is that, while the subject is the focus for only one of the three termly topics, in the other two topics, history still plays an important part. For example, during the personal and health education topic of the 'Lighthouse Keeper's Lunch,' pupils in Years 1 and 2 learn the stories of Grace Darling and the Titanic. This linking of subjects ensures that pupils regard history as relevant and interesting.
118. Year 2 pupils relate how Guy Fawkes attempted to blow up Parliament and that Humphry Davy invented the safety lamp for miners. As a result of studying famous people from other cultures, pupils know that Mahatma Gandhi tried to establish home rule for the Indian nation. The more-able pupils put a group of ten famous people from Queen Elizabeth I to Neil Armstrong into the correct chronological order.
119. Pupils in Year 6 study the Tudors and use the Internet and books well for their research. More-able pupils have developed a large fact file on Henry VII, noting not only the main points of his reign, but also showing understanding of the effects these events had upon the country, for example, that his marriage to Elizabeth of York heralded the official end of the War of the Roses.
120. The quality of teaching and learning is good. A variety of tasks is selected to challenge all ability groups including the more-able and pupils with special educational needs. Teachers use a wide range of stimulating materials to add realism to the lessons. Pupils in Years 4/5, when studying the Victorians, investigated the 1886 census of Ashton Keynes to find that large families lived in 43-48 Gosditch (the road in which the school is located), and that most were agricultural workers. In Year 2, pupils used a very good display about Famous People to select relevant information. Pupils are eager to learn and meaningful discussion and collaboration amongst pupils is encouraged. In Year 6, pupils eagerly debated the relative importance of new inventions, royal patronage and the desire for money, as the greatest influence upon the great sea voyages of discovery by sailors such as Cabot, Raleigh and Columbus. Work is always very well presented, with good use of English in attractive topic books.
121. Information and communication technology is widely used, including the Internet. Year 1 pupils used the Beatrix Potter web-site to produce pictures and writing. Art is used to extend learning in history, with Year 6 pupils making an ornate Elizabethan head-dress, for example. Pupils make a wide variety of visits to enhance their learning: Warwick Castle for castle study, the Imperial War Museum for World War II and the Roman Museum at Cirencester. The local community and village are a frequently used resource for historical research.
122. The quality of management is satisfactory. The curriculum is now based on the national teaching programme, which is an improvement since the last inspection. It has a two-year cycle for each age group, to ensure that pupils in classes containing more than one year group do not repeat work. While the co-ordinator analyses teachers' plans, as

at the time of the last inspection, there is no tracking of pupils' progress, analysis of pupils' work or any opportunity to observe the quality of teaching. The quality and range of resources to support learning are good.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. In Year 2, pupils attain standards in line with the national expectation for their age and in Year 6 standards are above those expected nationally. This is a very good improvement since the last inspection when standards were unsatisfactory and the full curriculum was not being taught. The improvement is due to the increased knowledge of teachers and new teaching programmes. Also, pupils now have good access to computers in the information and communication technology suite and in classrooms, and are well supported by teachers and learning support assistants.
124. Most pupils in Year 2 confidently use a range of fonts and colours, import pictures and use the mouse and word processor to an appropriate standard. They use an art and design program to paint a picture of 'The Great Fire of London,' then print their own poems in a variety of scripts.
125. Pupils in Year 6 confidently access a wide range of web-sites via the Internet. In their Internet diaries they compare the varying qualities of the different web-sites, noting that the Tudor web-site being used for historical research lacked sufficient pictorial evidence. They set up pages in a variety of programs, selecting the best one to display their poems or leaflets about school. Pupils in Year 4 use another more complex program to draw in the style of Kadinsky using the rotation button and incorporating various shapes.

126. The well-planned teaching programme enables pupils to cover all areas of the information and communication technology curriculum, a very good improvement since the last inspection. Pupils in Year 3 use a digital camera and scanner when studying the work of Van Gogh. They use the control elements throughout the school. This course ensures all pupils, including those with special educational needs and the more-able, are suitably challenged and make good progress.
127. The quality of teaching is always at least satisfactory, often good and for the oldest pupils very good. Where the quality of learning is good or even very good it is because of the teachers' high expectations and the organisation and pace of lessons. Teachers skilfully combine the use of information and communication technology with other subjects such as science, English, mathematics and the humanities. This contributes to pupils' enthusiasm and keen interest to use the range of programs available. Teachers successfully use real and relevant opportunities for pupils to develop their skills. Pupils in Years 4/5 studied the poems of Kit Wright, then collaborated to write their own poems to include similes and metaphors such as, 'a Dell computer dancing like a ballerina'. The skilled and well-briefed learning support assistants make a very valuable contribution to lessons in the computer suite. Where teaching and learning is satisfactory, teachers attempt to instruct in the narrow and rather crowded computer suite so that some pupils become restless. In better lessons, teachers instruct in the spacious classroom before taking pupils to the suite to practise their skills. This was observed in a very good lesson in Year 5/6, where pupils discussed how to produce a newspaper article in the classroom, then proceeded to the information and communication technology suite to format it into columns, insert pictures, minimise and produce the front page.
128. Teachers use information and information technology to support learning in most other subjects and it has had a significant impact upon the whole curriculum. Last year, pupils in Year 3 produced a well-presented science book about Mrs Gren, using a variety of skills to replicate colourful information about the skeleton, respiration, nutrition and growth. A keyboard with only lower case letters has been specifically purchased to help pupils with special educational needs recognise letters more easily and to help them spell more accurately.
129. The recently appointed co-ordinator has a clear picture of the quality of teaching, learning and resources. The system of tracking pupils' progress is being improved. All resources, including software, which is generally good, are being systematically improved and upgraded; this is a very good improvement since that last inspection.

MUSIC

130. Pupils in Years 2 and 6 attain standards above national expectations. This is a good improvement since the last inspection. A particular strength of the school is in the pupils' singing for public performance, when they show good control of pitch, dynamics and rhythm. Pupils with special educational needs make good progress, like most of their peers, whilst some of more-able pupils make very good progress.
131. Most pupils in Year 1 recognise and name a variety of unpitched instruments, such as octochimes, jingle bells, claves and tambourines. They hold them correctly and produce a specified rhythm. Pupils in Year 2 led the choir at the outstanding performance of Baboushka with clear diction and good musical expression and rhythm. They performed very well before a large audience in the village hall with confidence and verve.

132. Pupils in Year 5 compose rhythms for untuned instruments ensuring that there are four beats to a bar, using the correct musical notation. Pupils perform each other's compositions with growing accuracy. They achieve well because they concentrate, listen to the rhythm and repeat with care.
133. The quality of teaching and learning is good. Lessons are well planned and the pace of learning is brisk. In a good lesson in Year 3, the very knowledgeable teacher constantly increased the challenge as pupils perfected one skill so that ultimately they were playing a four-part rhythm, using voices, tambourines, cymbals and triangles. Pupils with special educational needs performed equally as well as their peers. Teachers evidently develop pupils' technical language when they comment knowingly upon other pupils' compositions. Teaching assistants support pupils well, especially those with special educational needs. Music promotes pupils' social skills well. For instance, in Year 1, pupils learn to take their turn and wait silently in a musical game.
134. Music is used well to enhance the curriculum. As part of their science/design technology study, Year 2 pupils made interesting and imaginative instruments like saxophones and drums, which they showed with pride in the Good Work Assembly. Year 6 pupils link music to their religious education study of the Trinity and compose three-part pieces of music. They listen to music from other cultures, including Jewish, Caribbean and Indian, and develop an appreciation of a variety of rhythms. However, little use is made of information and communication technology to support learning.
135. A large number of pupils learn to play the recorder or sing in the choir. A choir of 44 pupils performed in Gloucester Cathedral the 'Lost Puzzle of Gondwana' and in the Jubilee Concert in Deer Park, Cirencester. Recorder players, who can play a three-part version of 'Skye Boat Song', regularly accompany assemblies in which the music specialist plays the piano particularly well for the whole school to join with singing tunefully. Other pupils, including some of the more-able, make very good progress, learning the clarinet, flute, alto saxophone and guitar from visiting specialist teachers. The high profile that the subject is given in the school and the encouragement given to those pupils with a particular musical talent ensures that the most-able musicians achieve well.
136. The subject is well led and managed and, as a result, has an increasingly high profile, especially in singing. Tape recordings are kept of music composed and performed by individual classes to enable teachers to evaluate pupils' attainment and progress. The school is well resourced with tuned and untuned instruments.

PHYSICAL EDUCATION

137. Standards in games and swimming are above those expected nationally in both Years 2 and 6. This represents an improvement since the last inspection. One dance lesson was observed in the Year 3/4 class in which standards were in line with those expected for their age.
138. Pupils have ten swimming lessons in each year that they are in the school. As a result, they attain higher standards than would normally be found, especially by the time they leave the school. Evidence from records indicates that a significant majority of pupils swim well in excess of the expected 25 metres by the end of Year 6.
139. In ball games, pupils in both Years 2 and 6 show good control when bouncing, throwing or catching a netball or basketball. In a very good Year 4/5 basketball lesson, more-able boys and girls dribbled and bounce-passed the ball with good technique. Many pupils

demonstrated tactical awareness when playing in a team, moving into spaces, dodging and weaving to take passes or bouncing the ball by their side, rather than in front, to make it more difficult for opponents to dispossess them. The obvious enthusiasm and very good subject knowledge of the class teacher and teaching assistant, who also took a full part in the lesson, contributed significantly to the good standards pupils attained and the great enjoyment they derived from the lesson.

140. Overall, the quality of teaching is good. In a very good Year 2 games lesson, the teacher's clear instructions and personal demonstration helped pupils bounce their ball accurately into a hoop and at the correct angle and speed to enable their partners to catch well. In all lessons observed, pupils were encouraged to evaluate their classmates' efforts in a constructively critical manner. As a result, they spotted ways in which they could improve their own performance, and their friends worked on their own improvement.
141. The curriculum is broadly balanced and relevant to pupils and great care is taken to include all pupils in the statutory curriculum and as many as possible in extra-curricular activities. Those pupils, who have physical impairment or find difficulties in conforming to rules, are well supported to take a full part in lessons. Pupils with particular talents are encouraged to pursue excellence in their sport. As a result, all pupils achieve well. Several out-of-school clubs offer pupils opportunities to play football, netball, short tennis, cricket, rounders and athletics. Schools teams compete successfully against others from neighbouring, sometimes larger, schools. The Under-9 and Under-11 tennis teams have been recent Midland schools' champions. Several members of the local and wider community contribute well to coaching football, tennis and cricket.
142. Pupils' social, moral and cultural development is well promoted when they play co-operatively in teams, follow rules diligently and learn to accept victory and defeat with dignity, whether competing against fellow pupils or those from other schools. The annual residential visits experienced by pupils in Years 5 and 6 provide opportunities for pupils to work together in teams, to meet challenges and to orienteer.
143. The subject is led and managed well. Strengths are in promoting the subject's importance throughout the school, the management of resources, the organisation of out-of-school clubs and inter-school fixtures and in setting priorities for further development. There is a weakness in the provision for gymnastics because the school hall is too small to allow the full development of gymnastics skills, especially for more-able pupils. There is a wide range of good quality resources to support aspects of the curriculum. Little use is made of information and communication technology to support learning in the subject, for instance, for compiling spreadsheets of pupils' athletic performances or in the use of video to illustrate good practice in games, dance or gymnastics.

RELIGIOUS EDUCATION

144. By the end of Years 2 and 6, standards are above the expectations of the locally Agreed Syllabus. A strength of the subject is the quality of pupils' discussions which result from interesting lessons about Christianity and other religions. Pupils, including those who have special educational needs, achieve well because of the good teaching. Standards have improved since the last inspection.
145. Pupils in Year 1 and 2 have a good understanding of the stories told by and about Jesus. They know that there are essential rules to observe in school and at home and write their 'Golden rules' very carefully. Pupils have a good understanding of the

importance of Remembrance Day and know that there are special celebrations for people from many religions during the year, including the Chinese New Year, Diwali, Christmas and Easter.

146. Most pupils in Years 4 and 5 know that there are special books and items associated with religions such as Judaism, Islam, Hinduism and Christianity. They have interesting perceptions about the Ten Commandments and world rules. Pupils are inspired by the achievements of Martin Luther King and Mahatma Gandhi. They express their own thoughts of what would make a better world when they write their own ideas of 'I have a dream.' Pupils in Year 5 and 6 are aware that there are often difficult decisions to make in life. They appreciate the skill with which King Solomon made his decisions and understand the dilemma of whether people should help a snake or not. They think deeply about what makes a human being special and are interested in the meaning of The Trinity. Pupils enjoy looking for verses and passages in the Bible and working out a modern interpretation.
147. Teaching in religious education is good because it is planned well with very close links with personal and social education. It builds well on pupils' enthusiasm for learning and their willingness to develop thinking skills. Teachers expertly encourage pupils to reflect on issues so that they learn from the teachings of religions as well as learning facts about them. Teachers tell stories very well and develop pupils' thinking skills effectively through their skilful questioning.
148. Pupils contribute to lessons very well and show that they are interested in learning more about all aspects of religious education. They value their visits to the church and participation in services.
149. Religious education is led and managed well. Good management ensures that teachers link themes and topics within the subject with other areas of the curriculum, including information and communication technology. Assemblies, with regular visitors, contribute effectively to the religious education curriculum. The subject makes a strong contribution to pupils' spiritual, moral, social and cultural development because of the opportunities for pupils to work together and discuss a range of moral and cultural issues.