

INSPECTION REPORT

**SOUTH MARSTON CHURCH OF ENGLAND
VOLUNTARY CONTROLLED
PRIMARY SCHOOL**

South Marston, Swindon

LEA area: Wiltshire

Unique reference number: 126358

Headteacher: Mrs G Llewellyn

Lead inspector: Mr N Sherman

Dates of inspection: 19th – 22nd January 2004

Inspection number: 257507

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	103
School address:	Old Vicarage Lane South Marston Swindon Wiltshire
Postcode:	SN3 4SH
Telephone number:	01793 823379
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs L Holmes
Date of previous inspection:	22 nd June 1998

CHARACTERISTICS OF THE SCHOOL

South Marston Church of England Voluntary Controlled Primary School is situated close to the town of Swindon in Wiltshire. It provides education for boys and girls, aged 4 to 11, with the children in the Foundation Stage taught alongside their Year 1 classmates. Pupils generally come from above average socio-economic backgrounds. The number of pupils who are eligible for free school meals is below average. Pupils who are of white UK heritage comprise the largest ethnic group and no pupil at the school speaks English as an additional language. Of the number of pupils on roll, 12 per cent have special educational needs. This figure is below average. There are no pupils with a Statement of Special Educational Need. Attainment on entry is above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16493	Mr N Sherman	Lead inspector	mathematics, information and communication technology, art and design, design and technology, physical education and the Foundation Stage
11431	Mr A Anderson	Lay inspector	
10611	Mr M James	Team inspector	English, science, religious education, history, geography, music, pupils with special educational needs, personal, social and health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

South Marston Church of England Primary is a **good** school. Pupils leave having reached high standards in English, mathematics and science, and overall achievement is good. The quality of teaching is good overall. The headteacher provides very good leadership and the school is very effectively led and managed. The school provides good value for money.

The school's main strengths and weaknesses are:

- Children receive a good start to their education in the Foundation Stage.
- Pupils achieve well in English, mathematics and science.
- Pupils respond very well to the lively and imaginative teaching.
- Very good links with parents and the wider community have a positive impact on pupils' achievements.
- The school is very well led and managed.
- Standards of presentation are unsatisfactory.
- The marking of pupils' work does not give them sufficient guidance on how they could improve.
- Co-ordinators do not have sufficient time to directly monitor teaching.

The school has made good progress in improvement since its previous inspection. Standards have been maintained at the same high level, as have many of the school's strengths identified in the previous report. In addition, all of the key issues from the last report have been successfully tackled. The determined way in which the school has sought to improve the standard of the overall accommodation has impacted well on the quality of education provided for pupils.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6 compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	A	C	D
Mathematics	D	A	A	C
Science	C	A	A	B

Key: A* - Very high; A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.

Achievement is **good** overall throughout the school.

Children in the Foundation Stage achieve well in all areas of their learning. By the time they reach Year 1, they reach higher than expected standards in all aspects of their learning.

By the end of Year 2, standards are well above average in reading, writing and mathematics. In science, pupils reach standards that are also well above national expectations. Pupils achieve

well in these subjects. Standards in information and communication technology are above national expectations and pupils make good progress in their understanding of how information and communication technology can support them in their learning. Standards in religious education are above the expectations of the locally agreed syllabus and pupils achieve well.

Pupils continue to make good progress in Key Stage 2 and reach standards well above the national average in mathematics and science. In English, standards are above average. Pupils do not achieve well enough in how they present their work and this lowers the overall quality of their English work. Achievement overall is good. Standards in information and communication technology are higher than expected for eleven-year-olds and achievement is good. Standards in religious education are above the expectations of the locally agreed syllabus.

Pupils with special educational needs make good progress against their targets and achieve well. Higher-attaining pupils achieve well.

Provision for pupils' spiritual, moral, social and cultural development is **very good** overall. Pupils' attitudes and behaviour are very good. Their personal development is very good, although the school does not take full advantage of the pupils' ability to be more fully involved in setting and reviewing their targets for further improvement. Attendance levels are in line with the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. The quality of teaching and learning is **good** overall and sometimes very good in the Year 5/6 class. Pupils make good gains in their knowledge and understanding in many subjects. Teachers are effective in developing pupils' basic skills. Good use is made of the school's computer suite to support pupils' learning, and teachers are equally effective in using class-based interactive whiteboards. The school has developed a good bank of procedures to assess and monitor pupils' progress. However, the marking of pupils' work is unsatisfactory. The quality of the curriculum is good. The range of extra-curricular activities, given the size of the school, is very good. Pupils are sufficiently well cared for, with all staff having a good knowledge and understanding of the pupils as individuals. The very positive links the school has established with parents and the local community impact well on the pupils' achievements.

LEADERSHIP AND MANAGEMENT

The school is **very well** led and managed. The headteacher's leadership is very good. She provides the school with sensitive and clear educational direction, resulting in pupils receiving a high quality of education. The school is equally well managed, characterised by skilful use being made of the expertise of both teachers and support assistants. Leadership of key staff is good, although the co-ordinators at present get too few opportunities to directly monitor teaching and learning. Governance is good. Governors are very involved in the life of the school and give well-targeted support. They are highly effective in fulfilling their legal responsibilities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard. They value highly the way in which the school both seeks and acts on their views. The close and genuine relationships that the school has developed with parents have a positive impact on the level of pupils' achievement.

Pupils talk positively about what the school provides for them both during and after the school day. They like their teachers and support staff and welcome the scope they are given through the school council to 'have a say' in the day-to-day life of the school.

IMPROVEMENTS NEEDED

The most important things the school should do to improve still further are:

- Raise standards of the presentation in pupils' work.
- Ensure that the marking of pupils' work gives clear guidance on how they can improve.
- Enable co-ordinators to have more opportunities to directly monitor teaching and learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Throughout the school, the pupils **achieve well** in the core subjects of English, mathematics and science. Standards in mathematics and science are well above average by the time pupils leave the school. Standards in English are above average overall.

Main strengths and weaknesses

- As pupils move through the school, they achieve well.
- Standards are at least above average in many subjects by the time pupils leave the school, and in mathematics and science, they are well above average.
- Children achieve well in the Foundation Stage.
- Standards of presentation are not high enough.
- The shortage of space in the school hall limits pupils' achievements in gymnastics.

Commentary

THE FOUNDATION STAGE

1. The children join the school with good social and communication skills and above average levels of attainment. By the time they are ready to start in Year 1, most children are exceeding the expectations of the early learning goals¹ in all areas of learning. The good quality of education the pupils receive ensures that they make good progress in their first year at school. As a result, pupils achieve well in all areas of their learning.

KEY STAGE 1

2. On the basis of the National Curriculum tests in 2003 for Year 2 pupils, attainment was well above average in reading, writing and mathematics and for the latter two aspects, standards were in the top 5 per cent of schools nationally. When the results are compared with similar schools, standards were above average in reading and well above average in writing and mathematics. In mathematics, the results were in the top 5 per cent of similar schools. Teacher assessments in science indicated that pupils reached well above average standards. The trend of improvement has been above that seen nationally. Inspection findings give a similar strong picture, with the attainment of the current cohort of Year 2 pupils reaching standards in English, mathematics and science that are well above average. Although many of the pupils are commencing Year 1 with above average levels of ability, they continue to make good, confident progress in many subjects as they move through the key stage. Achievement is good.

¹ The goals children are expected to reach by the time they start in Year 1.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.4 (17.6)	15.7 (15.8)
writing	17.4 (15.6)	14.6 (14.4)
mathematics	19.6 (18.1)	16.3 (16.5)

There were 10 pupils in the year group. Figures in brackets refer to the previous year

3. At the end of Year 2, standards in information and communication technology and geography are above national expectations. Achievement is good. Pupils also achieve well in religious education, where standards are above the expectations of the locally agreed syllabus.

KEY STAGE 2

4. On the basis of the National Curriculum tests for Year 6, pupils' attainment was well above average in mathematics and science. In English, standards were average. When compared with similar schools, standards were above average in science, average in mathematics and below average in English. Standards in English were not as high as those noted for the previous years. However, this was owing to four pupils just missing the higher level in the tests by one mark rather than indicating a dip in standards. Over time, pupils have scored well in the national tests and the rate of improvement has kept pace with that seen nationally. Inspection evidence indicates that pupils reach standards in mathematics and science that are well above average. In English, while standards in speaking and listening and reading are well above average, the overall picture is depressed owing to weak standards of presentation. Nonetheless, the pupils continue to achieve well as they move through the school in English, mathematics and science.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.3 (29.2)	26.8 (27)
mathematics	28.3 (29.2)	26.8 (26.7)
science	30.3 (30.6)	28.6 (28.3)

There were 19 pupils in the year group. Figures in brackets refer to the previous year.

5. Standards in information and communication technology and religious education are above national expectations and the expectations of the locally agreed syllabus respectively. In information and communication technology, the good progress the school has made in significantly boosting provision has impacted positively on pupils' achievements. Many pupils ably demonstrate an assured confidence in using a wide range of software to support their learning. In religious education, pupils achieve well and successfully develop a good understanding for their age of a wide range of different faiths and customs. In geography, standards are above expectations and pupils' achievements are good. In physical education, there is nowhere to house a full class for the teaching of gymnastics, thus limiting what pupils are able to achieve in this aspect of physical

education. To compensate for the limitations in space, the school has for a number of years taken all pupils at the school swimming on a weekly basis. Evidence from the inspection indicates that by the time pupils leave the school they reach standards in swimming that are far higher than national expectations and their achievement is high.

6. Although few in number, pupils with special educational needs make good progress as they move through each of the classes. Their individual education plans are well structured and they receive good support in class. This enables them to achieve to the best of their ability. Higher-attaining pupils are stretched in many subjects. They also make good progress. While the National Curriculum data indicates that the girls achieve higher than the boys in English and mathematics, inspection evidence could find no difference between boys and girls. The school has maintained the high standards found at the time of the last inspection. Improvements made by pupils in National Curriculum tests have been higher than those seen nationally at Key Stage 1 and are similar to other schools at Key Stage 2.

Pupils' attitudes, values and other personal qualities

Provision for pupils' spiritual, social, moral and cultural development is **very good**. Pupils' attitudes and behaviour are **very good**, as is their personal development. Pupils' attendance and punctuality at the school are **satisfactory**.

Main strengths and weaknesses

- Pupils exhibit very good attitudes and their behaviour in and around the school is very good.
 - Pupils' personal development at the school is very good and older pupils in particular behave in a mature and responsible way.
 - The provision for spiritual, moral, social and cultural development is very good overall.
7. Pupils very much enjoy their learning and behave very well in lessons and as they move around the school. For example, in a whole school assembly, pupils walked quietly into the small hall and demonstrated positive responses to the headteacher's story, which contained a strong moral message. In the playground, pupils were observed playing well together and they demonstrated very good relationships with all teaching and supervisory staff. There have been no recent pupil exclusions from the school. There is no evidence of any bullying taking place at the school and pupils have a clear idea of what to do if this was to occur.
 8. Teachers have very high expectations of pupils' behaviour and this can clearly be seen in the classroom where most lessons were well paced and pupils' concentration levels were high. In one religious education lesson, for example, children walked sensibly to the local church and also demonstrated respectful attitudes when carrying out the set tasks within the church. Children were very much in harmony with their teacher as they selected and sketched various items found in the church that they regarded as beautiful.
 9. The school council has been in operation for a few years and this provides a very good forum for pupils to debate the school issues of the day as seen through their own eyes. The whole school has input into the school council system and the involvement of all pupils adds significantly to pupils' personal development at the school. Many other

opportunities are provided for pupils to take responsibility for their own standards of work and to carry out various tasks around the school.

- The provision for the spiritual, moral, social and cultural development of pupils is very strong and they are provided with many opportunities to work together in the classroom and to explore the local environment by means of many curricular-linked visits into the community. The school also encourages many visitors to the school to enhance this provision. The school continues to work to improve provision and the school development plan indicates that the study of the depth and richness of other cultures will be a focus over the coming months. Moral and social development are significantly enhanced through the many opportunities provided for speaking and listening and for working and playing with other children.

Attendance

- Overall attendance is satisfactory and is in line with the national average. The incidence of unauthorised absence is low and is well below the national average. There is some evidence of occasional pupil lateness, but the majority of parents are supportive of the school in helping to ensure that their children attend school regularly and promptly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.0
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

There have been no exclusions in the past year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided for all pupils is **good**. Teaching and learning are **good** overall. The curriculum is good and the school provides a good range of activities for pupils to participate in after school. The care and welfare of pupils is satisfactory and the school is active in seeking out their views.

Teaching and learning

The quality of teaching and learning is **good** overall. Assessment is good.

Main strengths and weaknesses

- Children in the Foundation Stage are taught well, particularly in the use of their basic skills.
- There is good teaching of basic skills in all classes.
- The high quality of teaching that pupils receive has a positive effect on their achievement.

- How teachers mark pupils' work is unsatisfactory and their expectations of how pupils present their work are too low.
- The expertise and interest of learning support assistants are put to good use.
- Pupils with special educational needs and higher-attaining pupils have their needs met well.
- All teachers make very good use of interactive whiteboards in order to support their teaching.
- Good procedures are in place to monitor and track pupils' progress in English and mathematics.

Commentary

12. Teaching is good across the school and there is some very good teaching evident in the upper part of the school. Although there has been a high turnover of staff since the last inspection, the teaching quality has been maintained and in information and communication technology it has improved notably. There is good teaching in English, mathematics, science, religious education and geography. Pupils are also taught well in the Thursday morning swimming sessions that they all attend.
13. Teachers are effective in promoting pupils' literacy and numeracy skills in other subjects. Teachers are successful in promoting in pupils a strong interest in reading, and together with the good support that they receive from home, this has a strong bearing on the high standards pupils reach. Through promoting discussion and encouraging pupils to share their work and ideas with the rest of the class, good opportunities are provided for them to develop well their confidence and ability to speak clearly and articulately. While the pupils are taught effectively to develop their skills in writing for different purposes, teachers' expectations of how pupils should present their work are too low. Consequently, the standards of presentation are not at the same high level as the actual content of what they produce. Teachers are very effective in promoting pupils' mental skills in mathematics and many pupils relish the good scope they are given to solve the problems they are given in this area.
14. Teaching in the Foundation Stage is good. Although the children are taught alongside their Year 1 classmates, good attention is paid to their various needs. The learning support assistant who works regularly with the children is guided well by the teacher on how best to support the children. The children are assessed regularly and the information gained is used well to guide what activities would be most suited to move them on in their learning.
15. In all classes, teachers make creative use of the interactive whiteboards that have been introduced into all classrooms. Teachers have developed well their understanding of how to incorporate the use of these into their teaching. In many lessons they are used successfully to demonstrate particular teaching points, enabling the pupils to have a clear understanding of what they are expected to learn in the main part of the lesson. Pupils themselves are also often invited by the teachers to use the whiteboard facilities to explain their thinking to the rest of the class and this has a positive impact on their personal development as well as their speaking and listening skills.
16. Pupils with particular needs are given good support to help them in their learning. The school has a fewer than average number of pupils with special educational needs. These pupils have well-devised learning plans that are closely followed. By contrast, the school

does have a large number of higher-attaining pupils in various classes. Equal consideration is given to ensuring that these pupils are challenged sufficiently and extended in what they are asked to do. In some lessons, the pupils are taught by learning support assistants who are effective in what they do. The pupils respond well to the work they are set, enabling many of them to make good progress.

17. The school has developed a good range of procedures to assess the pupils' progress as they move through each of the classes. In English and mathematics, the pupils are assessed regularly and staff meet often to discuss pupils' achievements in both the National Curriculum tests and other assessment tasks that the school administers to pupils. However, the impact of this good work is lessened by the unsatisfactory quality of teachers' marking. Too few teachers give sufficient guidance to pupils on how to improve their efforts.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
	5	14	5			

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

The curriculum

The provision for children in the Foundation Stage is **good**, and the provision for pupils in Years 1 to 6 is also **good**. Extra-curricular provision is **good**, and the overall quality of the accommodation and learning resources is **satisfactory**.

Main strengths and weaknesses

- The overall provision for children in the reception class is good.
- The school makes particularly good provision for the core subjects of English, mathematics and science, as well as for swimming.
- The school's provision for aspects of physical education is limited owing to lack of hall space.
- The learning support assistants support pupils with particular learning needs well.
- The enrichment produced through extra-curricular activities and educational visits is good.
- Much of the school's accommodation is cramped, although much improved facilities are now available for information and communication technology, the library and the reception class

Commentary

18. The curriculum in reception is good and well planned to meet the needs of the children who are taught alongside their Year 1 classmates and takes good account of the early learning goals. Good progress has been made in improving provision for outside play which was judged to be a shortcoming in the previous inspection.
19. At Key Stages 1 and 2, all subjects of the curriculum are carefully planned and all statutory requirements, including those for religious education, are met. The school makes good provision for pupils to develop their skills in English, mathematics and science, and

this is reflected in the high standards being achieved. Good opportunities are also provided for pupils to undertake research activities and to study subjects in some depth. This encourages a level of understanding higher than normally expected in subjects such as geography. The school finds it difficult to provide adequately for some aspects of physical education, owing to the small size of the hall. However, the school takes all its pupils swimming and this enriches the curriculum for them. The school makes very good provision for equality of opportunity for all pupils, and in so doing allows them to achieve as well as they can.

20. There is a strong commitment to including pupils with special educational needs fully into the life and work of the school, including extra-curricular activities, and the overall provision for them is good. Individual education plans are detailed and targets are now carefully broken down into small, achievable steps so that they can easily be used as daily working documents. Care is taken to ensure that the work provided for these pupils is closely suited to their needs.
21. The school provides a good range of extra-curricular activities, including art, music, rugby, netball, information and communication technology, and the 'Jackanory Club' which gives the pupils the opportunity to listen to stories being read to them. The school welcomes many visitors to the school to talk to pupils and a wide range of educational visits is arranged to further support pupils' learning. The school makes good use of the local area of South Marston for this purpose. These activities make a significant contribution to pupils' personal and social development, as well as enhancing their understanding and skills in different curriculum areas.
22. The school's accommodation, overall, is satisfactory, although some of it remains cramped. The hall is inadequate, being barely big enough to accommodate all pupils and staff, and is unsuitable for teaching aspects of physical education. However, the school has made big improvements to other parts of its accommodation. The new library and computer suite are first-class facilities, and the reception children have benefited from this development. Resources have improved since the last inspection, and they are now of good quality, neatly and safely stored and readily available to staff, and pupils where appropriate.

Care, guidance and support

The procedures for child protection, welfare and health and safety are **satisfactory** and the procedures for supporting, advising and guiding pupils through monitoring are **good**. The systems for seeking and acting on pupils' views are **very good**.

Main strengths and weaknesses

- Child protection procedures are very effective.
- School teaching and support staff know their pupils very well.
- Good risk assessments take place in advance of school trips.
- The school provides a high level of support and guidance as pupils progress through the school.
- Very good systems are in place to seek and act on pupils' views of the school.
- There are a small number of health and safety issues, which the school is addressing.

Commentary

23. Child protection systems and procedures are securely in place and all staff in the school understand what these are and who to report to should issues about child protection arise. The school's teaching and support staff, occasionally supported by external agencies, provides a high degree of welfare support to individual pupils as shown by the good provision for pupils with special educational needs. Pupils' academic performance and personal development are successfully monitored both formally and informally by the school and steps are taken to identify any individual problems, with a range of effective strategies which may include the provision of individual education plans for some pupils where necessary.
24. In the classroom, teachers and support staff know their children very well and they are quick to observe any personal difficulties exhibited by pupils and to take the relevant action. The school operates a good first-aid system for minor accidents and satisfactory records are maintained, although at present, some of these are written in pencil and there is some inconsistency in the monitoring of letters sent to parents in relation to minor head injuries. The undertaking of fire drills is not consistent and the current very complex fire bell system is unsatisfactory. The school is aware of this problem and is about to introduce improvements. A log is maintained of pupils' medical records including food allergies, and some children have a specific care plan that is well managed by the school. The school also carries out regular health and safety audits of the site and is proactive when considering possible risks on trips out of school.
25. Lessons such as personal, social and health education are used well to provide pupils with the opportunity to talk about themselves and to develop their self-esteem and confidence. The school council enhances this provision by giving every pupil a voice about how the school should evolve. Pupils' personal development is further enhanced through the provision of both classroom and individual targets towards which they are expected to work. The school acknowledges pupils' achievement through the praise given to them in the classroom and, more formally, in regular 'sharing and presentation' assemblies. This practice is clearly a much valued and effective area of the school's promotion of pupils' personal development and self-esteem.
26. The due levels of child protection and welfare support for pupils at the school, together with the very good procedures for promoting pupils' personal development and well-being, have a positive impact on their learning.

Partnership with parents, other schools and the community

The school has developed **very good** links with the parents which have a strong impact on pupils' achievements. The school's links with other schools are **good** and with the local community are **very good**.

Main strengths and weaknesses

- The vast majority of parents and children like the school and give much valued support.
- Parents have a high level of confidence in how the school is led and managed.
- Parents feel that they can approach the school with any problems.

- The school communicates very well with all parents and parents are provided with clear and up-to-date information about many aspects of school life.
- The school utilises the community and other local schools well to support the pupils' learning.
- There are no targets for improvement included the pupils' annual reports.

Commentary

27. The parents' meeting with the inspectors was very well attended. A significant majority of parents are very supportive of the school and of its aims and objectives. Parents feel that their children like school and that they are making good progress. Parents also feel that the teachers are good and that the school is well managed. The majority of pupils at the school completed the pupils' questionnaire, and their overall response was very positive.
28. The information provided by the school through the prospectus, the governing body's annual report to parents and the regular and well-designed newsletters (both curricular and general) is of a high standard. Annual academic reports to parents are of a good standard, but lack individual targets for improvement. There are three parents' evenings each year during which parents have the opportunity to discuss their child's progress and these evenings are very well attended by parents. The school also sends out its own parental questionnaire as a regular means of communication and consultation with parents.
29. A few parents are frequent visitors to the school, providing very welcome classroom support and assisting with outside visits. Parents' attendance at school concerts, celebrations and sports days is very good. The school is also very proactive in arranging courses for parents' own personal development and a number of parents attended a recent course entitled 'Helping in Schools'. There is also a strong parents' association, which provides additional and much appreciated support for the school.
30. The school makes good use of the local environment to enhance pupils' access to the curriculum, and the range of extra-curricular clubs made available to pupils. The school has very good links with the local church, and regular field trips are made to study the local environment or to visit theatres or museums. All children have the opportunity to learn to swim at nearby Dorcan and a recent 'circus' day provided children with many excellent opportunities to learn new skills. The school nurse and education welfare officer are occasional visitors, and other community representatives, such as members of the clergy, are also frequent contributors to the day-to-day life of the school.
31. There are very close links with several local schools both at primary and secondary level. The school's sporting links are strong and the netball and tag rugby teams play against other local schools. The school has particularly good links with Kingsdown Secondary School to where most pupils will eventually transfer. A wide range of incoming visitors enhances curriculum access for all pupils, particularly in music, literacy and drama.
32. The school's links with parents and the community provide a very strong contribution to pupils' learning and personal development and are a major strength of the school.

LEADERSHIP AND MANAGEMENT

There is **very effective** leadership and management of the school overall. The headteacher provides **very good** leadership and has a clear idea of how to improve the quality of education further. Co-ordinators provide **good** leadership, although their role in monitoring day-to-day teaching in some subjects is under-developed. There is **good** governance of the school and the management of the school's resources supports school development well.

Main strengths and weaknesses

- The headteacher provides clear and sensitive leadership.
- Governors work very well with staff and are effective in fulfilling their responsibilities.
- The school is successful in achieving its aims.
- Very effective deployment of the staff allows individuals' expertise to be put to good use.
- The school improvement plan provides a clear steer to the school's continued development.
- Co-ordinators do not have sufficient opportunities to monitor teaching and learning directly in some subjects.

Commentary

33. The headteacher, appointed following the school's last inspection, has effectively ensured that the strong strands of leadership noted in the school's last inspection report have been well maintained. She has a good understanding of the school's strengths and what still needs to be accomplished and has given a clear lead to the school's continued growth and educational development. This has been seen in the way in which the headteacher has led the strong drive by all associated with the school to raise a considerable amount of funding to enable a two-classroom extension to be added to the school's accommodation. This has resulted in notable improvements to the quality of education pupils receive, particularly in relation to information and communication technology and aspects of provision in the Foundation Stage.
34. Many staff point to the positive way in which the headteacher promotes an educational climate where the views of all are taken into account before a course of action is taken. This helps to ensure strong commitment to the achievement of the school's aims. There is a close and professional relationship between the staff and the governors who are equally supportive of school. Their various committees meet regularly and individual governors regularly visit the school, both formally and informally, to gauge for themselves the quality of education that the pupils receive. Their role as a 'critical friend' is well developed.
35. The school is very effectively managed. A comprehensive set of school policies give a clear idea of day-to-day procedures and these contribute well to its smooth running. Particularly effective is the use of individual staff expertise. Teaching assistants, under the careful guidance of their teacher colleagues, competently undertake some teaching to specific groups of pupils. This allows teachers to work with smaller groups of pupils confident that teaching of other pupils is being undertaken effectively. The deputy headteacher has been on long-term sick leave since September and one class is currently being managed by a supply teacher. Given the school's size, teachers often take on many roles and areas of responsibility. In the main, these are undertaken well. Pupils' work is regularly evaluated to gauge its quality and very careful exploration of how well pupils perform in National Curriculum and other tests. This information is used well to determine

what action needs to be undertaken to improve provision still further. However, opportunities for the co-ordinators to monitor teaching and its impact on learning in some subjects are too few. As a result, shortcomings in how pupils present their work and in the quality of marking have not been effectively tackled.

36. The school's continued development is supported well through the careful formulation and monitoring of the school improvement plan. The quality of this is very good and provides a clear idea of the educational and other school developments that the school is keen to pursue. Although the financial data for the school points to a higher than average contingency fund, this is for initiatives that the school has planned and implemented but has yet to pay for. Priorities for development are carefully thought through and careful consideration is given to what is achievable and manageable in the short term and which initiatives may take longer. Detailed note is made of the pupils' achievements in National Curriculum tests and other data in order to plan developments and assess the impact that these will have on the school budget. The day-to-day arrangements for the management of the budget are secure and further enhance the overall quality of the school's leadership and management.

Financial Information for the Year April 2002 to March 2003.

Income and expenditure (£)		Balances (£)	
Total income	327 058	Balance brought forward from the previous year	70 857
Total expenditure	316 482	Balance carried forward to the next	81 433
Expenditure per pupil	3 014		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **good**.

- Pupils achieve well in all areas of their learning.
- Teaching is good overall and careful heed is taken of the needs of the children who are taught alongside their Year 1 classmates.
- The children are supported well by the learning support assistant.
- There are very good links with parents which impact well on the children's learning.
- While overall accommodation has been improved since the previous inspection, some weaknesses still exist and curtail some aspects of children's learning.

Commentary

37. At the time of the inspection, all the children of reception age attended full-time and started at the school in the academic year that they became five. Numbers vary in each year group, necessitating on some occasions the teaching of reception children alongside Year 1 pupils. This was the case during the inspection. Children's attainment when they start at the school covers the full range, but is above average overall. By the time they start in Year 1, the children exceed the early learning goals in all areas of their learning. Their overall achievement is good.
38. For some aspects of their learning, the children are taught alongside their Year 1 classmates and they benefit well from interacting with pupils who are older than themselves. Higher-attaining children are taught more often alongside the Year 1 pupils, in particular during literacy and numeracy sessions. This helps to ensure that the children concerned are challenged in what they are asked to do. However, there are quite a number of occasions when the children are taught outside the classroom in corridors or in the information and communication technology suite. This restricts their access to some of the classroom resources. Teaching is good overall. When children enter the school, the teacher and assistant check the level of their attainment and use the information to plan work that is a good match with the children's needs. Children are assessed regularly to gauge how well they are progressing and what additional support some might need. The children are managed well and relationships between the adults and the children are warm and purposeful. This enables the children to work in an atmosphere that is conducive to learning.
39. The school has established very good relationships with parents and this proves beneficial in a number of ways. Parents are kept regularly informed about their children's progress both formally and informally. Many parents support their children at home, particularly in relation to their literacy development and this contributes well to the children's overall achievement. In addition, a good number of parents work in the classroom at many different points of the week.
40. The leadership and management of the Foundation Stage are good. Good improvements have been made since the last inspection, particularly in the provision for outside play activities, which was found to be unsatisfactory at that time.

41. By the time they enter Year 1, children exceed the expectations of the early learning goals in their **personal, social and emotional development**. Teaching is good. Many of the children enter the school with a good understanding of the need to play co-operatively and effectively with one another, and teaching successfully builds on these skills. Children are encouraged to explore new learning without always seeking the assistance of an adult and, consequently, they develop an early understanding that learning can take place from the mistakes they occasionally make. Children play well together and understand the need to use and share resources in a fair and equitable way. Children are able to change for physical education without too much adult assistance, although some are a little slow when doing so.
42. By the time they enter Year 1, children exceed the expectations of the early learning goals in their **communication, language and literacy** development. Teaching is good and much of the children's good learning stems from the way in which teaching makes creative use of literature. Many children develop a strong interest in reading, and higher-attaining children are already able to read and understand the text they are given. Children frequently take books home and many parents take the time to listen to their children read and to discuss the stories they share together. This further reinforces the children's perception that reading is a pleasurable activity. The children are very confident speakers and are given good encouragement to share their ideas with one another. Imaginative, structured role-play activities are a regular feature of the children's learning and, through playing on the class-based 'imaginary island,' the children learn to listen to and take heed of what others have to say. Children make good progress in the development of their early skills in writing. Many write their names clearly and legibly and higher-attaining children write short, well-structured accounts or stories that demonstrate effective use of fullstops and capital letters.
43. In **mathematical development**, children exceed the expectations of the early learning goals and teaching is good. A high number of children understand what is meant by the addition and minus signs and ably solve problems, such as the addition of single-digit numbers. Nearly all of the children can count to 20 unaided and many children recognise the numerals from one to 20. They also explain with confidence what number is one more than any given number. Many children recognise the coins associated with money up to 50p and they have a secure understanding of the difference between long and short shapes. Teaching encourages the children to use a wide range of different equipment and mathematical resources, including information and communication technology, enabling them to make good inroads into understanding more abstract ideas.
44. The children's **knowledge and understanding** of the world are above the expectations of the early learning goals by the time they enter Year 1. Teaching is good and particularly effective use is made of the school's computer suite that lies next to the children's classroom to promote their learning. Many of the children have developed secure skills in using the mouse to move around a simple art package and they have a healthy interest in learning about what computers can do to support their learning. By exploring themes such as 'Toys', the children successfully learn about the sorts of toys that children in the past played with and how these both compare and contrast with the sorts of toys that they themselves play with. Religious education is taught regularly to the children and they know that the local church in the village is a 'special place' for people.
45. In their **physical development**, children exceed the expectations of the early learning goals by the time they enter Year 1. Teaching is good and children successfully develop

good levels of physical co-ordination both in their movement work in the hall and their finer skills when using a range of practical equipment. When working in the hall, the children move well, appreciating the need to give others space. They think carefully about what they are asked to do and, by working with Year 1 pupils on occasion, they are learning to develop the skills of working together with a partner in order to create a simple sequence of movement. The children demonstrate good control when working with smaller equipment such as scissors and glue-sticks.

46. Children reach higher than expected standards in their **creative development**. As in other areas of their learning, teaching is good and literature is used imaginatively to stimulate the children's creative development. The children very much enjoy their creative work and are diligent in completing it. Good control is demonstrated when using paint and paintbrushes and many of the children paint with a good level of maturity for their age. Children participate eagerly in songs and rhymes and enjoy playing simple musical instruments.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- High standards have been maintained since the previous inspection.
- Pupils achieve well and use their English skills well to support their learning in other subjects.
- Teachers plan interesting lessons which pupils find stimulating.
- Parents make a valuable contribution to the pupils' progress in reading.
- Pupils' presentation of their work is sometimes untidy, and the overall quality of marking is unsatisfactory.
- The role played by the co-ordinator is good, although she has too few opportunities to monitor teaching and learning directly.

Commentary

47. The results in the 2003 national tests for 11-year-olds were average when compared with all schools and below average when compared with similar schools. In the national tests for seven-year-olds, the pupils' attainment was very high in reading and in the top 5 per cent of schools in the country. When compared with similar schools, standards were above average in reading and well above average in writing. Inspection evidence indicates that pupils reach standards well above the national average at the end of Key Stage 1. At the end of Key Stage 2, standards are above average, and in reading and speaking and listening, standards are well above average. Standards in writing are average and lower than other aspects of pupils' language development, owing to the below average standards in presentation and handwriting. Pupils commence school with above average skills and pupils of all abilities, including the few pupils at the school with special educational needs, achieve well in most aspects of their language development. There is no significant difference between the boys and girls.

48. By the end of Year 2, pupils listen attentively to their teachers and to each other, and their responses show that they have a clear understanding of what they have heard. Teaching is effective in ensuring that the pupils successfully use a satisfactory range of vocabulary, adding detail to their comments. By the end of Year 6, pupils are provided with carefully chosen opportunities to participate in class and group discussions. Consequently, they develop good skills in listening carefully to others in a variety of contexts and they speak clearly, putting their points confidently and concisely, many using a very extensive vocabulary.
49. By the end of Year 2, most pupils read texts fluently and accurately, with clear understanding. When discussing books, pupils readily refer to the text, clearly expressing opinions about the contents. By the end of Year 6, most pupils read with fluency, accuracy and evident enjoyment. They talk confidently about what they have read, making appropriate reference to characters and events in the stories. Pupils regularly use reference books to find information, and most of them have mastered the skills of skimming and scanning to help this process.
50. By the end of Year 2, pupils successfully convey information, sometimes in the form of news, as well as producing imaginative writing in the form of stories and poems. Teachers give good encouragement to pupils to use interesting vocabulary to bring writing alive. Capital letters, full stops and other forms of punctuation are generally used correctly, and pupils' spelling is accurate. The handwriting of many pupils is neat, legible and of a consistent size, with most pupils beginning to join letters satisfactorily. By the end of Year 6, pupils write successfully for a variety of purposes and audiences. Pupils' work is often sustained and much effective imagination, interest and depth is introduced through the use of lively and thoughtful vocabulary. However, the limited use of punctuation and the generally low quality of presentation in some pupils' work detract from the overall quality. A number of pupils join their letters in a clear handwriting style, although others tend to revert to printing on occasions and do not take enough care with this aspect of their work. Pupils' spelling is usually good.
51. The overall quality of teaching and learning is good, and this is helping all pupils, including those with special educational needs, to achieve well. Teachers have good subject knowledge. Lessons are suitably planned and organised, with teachers carefully following the requirements of the national literacy strategy. Teachers provide many opportunities for pupils to listen to stories and various forms of instruction, and they provide them with chances to speak, often at length, which helps them to develop these skills. Teachers are most careful to provide a wide range of reading books for pupils, and all pupils are carefully guided to choose books suitable to their needs and particular abilities. The emphasis which the school has placed on reading homework and, in particular, the way that parents have responded to this, has significantly benefited pupils' reading skills. However, teachers do not highlight sufficiently to pupils the importance of presentation and the impact that this has on the reader of their work, and pupils could achieve far more in this aspect of their literacy development. In addition, teachers' written comments are too generous and too much praise is given for work that is sometimes poorly presented.
52. Leadership and management in the subject are good. The co-ordinator supports her colleagues well with advice when necessary and, although she does not yet observe lessons to see for herself the standards being produced in the classroom, she regularly studies samples of pupils' work. She has contributed well to identifying past weaknesses in pupils' performance, for example in spelling and reading, and has helped to bring about

improvements. She is fully aware of the need for some pupils to take more care now with the appearance of their work. Resources, particularly those for reading, are good.

Language and literacy across the curriculum

53. The school effectively develops pupils' language and literacy skills, both within English and in other subjects of the curriculum. Significant amounts of writing are produced in, for example, history and religious education, and these subjects are used well to enhance pupils' literacy skills. Information and communication technology is increasingly used in this respect. Older pupils, for example, not only use the school's Internet and word-processing facilities to research and write biographies, but they are given good encouragement by the school to use the facilities some of them have at home to support their learning.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils in both key stages achieve well.
- Teaching is good, with skilful use made of assessment data by teachers to plan pupils' subsequent learning.
- Leadership of the subject, which is good, has ensured the high standards found at the last inspection have been maintained.
- Learning support assistants carefully guide pupils in their learning.
- The co-ordinator has too few opportunities to monitor directly day-to-day teaching.
- Pupils do not present their work with sufficient neatness and clarity.
- The marking of pupils' work lacks precision.

Commentary

54. Standards have been maintained at a high level since the previous inspection. The results in the 2003 national tests for 11-year-olds were well above average compared with all schools and average when compared with similar schools. In the national tests for seven-year-olds, the pupils' attainment was very high when compared both with all schools and similar schools. In both categories, pupils reached standards in the top 5 per cent of schools in the country. Inspection evidence indicates that pupils reach standards well above the national average at the end of both key stages. Pupils start Key Stage 1 with above average levels of attainment in mathematics, and those of all abilities, including the few pupils at the school with special educational needs, achieve well. Although National Curriculum data indicates that girls achieve better than boys, no evidence was found to support this.
55. Teaching and learning are good overall. Although pupils are taught in mixed-aged classes, teachers track individual pupils' progress well. They effectively use the detailed information gathered to plan pupils' subsequent learning. Higher-attaining pupils in all classes are suitably challenged and extended. This includes those younger higher-attaining pupils who are taught in a class a year above their chronological age. The skills

and expertise of learning support assistants are used well in this respect. By working closely with the teachers, they are carefully guided as to how best to support the pupils. Teachers make effective use of interactive whiteboards to demonstrate teaching points. Pupils follow the teachers' explanations carefully which helps to ensure that they have a clear understanding of what they are expected to learn. Although day-to-day teaching is effective, its overall quality is marred by the lack of precise and clear marking of the pupils' work. As a result, pupils receive too little written guidance on what steps they need to follow in order to improve their work.

56. In Key Stage 1, pupils make good progress in their understanding of number, shape and measurement. They apply this knowledge and understanding well in solving day-to-day mathematical problems, thus boosting their learning of the relevance that mathematics has to play in their everyday lives. In Key Stage 2, pupils continue to make good progress. Teachers successfully draw on the guidance given in the National Numeracy Strategy to develop the pupils' understanding of the different strategies and techniques that may be employed when solving problems. Pupils' mental skills are well developed and they greatly enjoy the challenge and respond eagerly to the high expectations teachers have of them. However, this enthusiasm is not always reflected in the way they present their written work. It is often scrappy and rushed and pupils do not always use a ruler to help them, for example in presenting their tables and charts neatly, enabling the reader to see how they have worked out answers or the pattern of their thinking.
57. Leadership and management are good overall, although the co-ordinator has too few opportunities to gauge the impact of teaching on learning by directly observing day-to-day lessons. However, the pupils' assessment information is used effectively to plan whole-school developments in the subject and standards have been maintained at the same high level as noted in the school's previous inspection. Developments in information and communication technology at the school have been successfully channelled into improving pupils' understanding of how computers can be used to foster mathematical learning.

Numeracy across the curriculum

58. Teachers make effective use of other subjects to promote aspects of pupils' numeracy development. Information and communication technology is used well in this respect. Pupils in Years 5 and 6, for example, are confident in using a spreadsheet to help them solve problems and they ably use the charting facilities found within such software to present numerical information in the form of tables and charts.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average at the end of both Year 2 and Year 6, and pupils achieve well.
- Standards have improved significantly since the time of the previous inspection.
- Teachers are making good use of practical activities to develop pupils' knowledge and understanding.

- Pupils show very good attitudes towards the subject.
- The leadership of the recently appointed co-ordinator is good.

Commentary

59. The results of teachers' assessments for Year 2 pupils in 2003 indicated that standards were well above average. Attainment in the National Curriculum tests in Year 6 indicated that pupils also reached standards that were well above average. At both key stages, standards were above average when compared with similar schools. Inspection evidence indicates that pupils reach standards well above the national average at the end of both key stages. All pupils achieve well in many aspects of their scientific learning. There is no significant difference between the boys and girls.
60. By the end of Year 2, pupils successfully undertake experiments in many aspects of their work. They show an understanding of the subject well above that expected for their age. For example, pupils successfully name the main organs of the human body and a flowering plant, and they are able to identify the items needed to sustain life. They recognise and name common materials, and they successfully describe them as opaque, translucent or transparent. They understand that light comes from a variety of sources, and they are increasingly confident in describing the formation of shadows. By the end of Year 6, pupils carry out a range of experiments using suitable equipment, making observations and recording their findings. Many are confident enough to select their own resources and organise their own experiments, carefully identifying the need for a fair test. Pupils readily and confidently explain their knowledge about all areas of science, and their understanding of, for example, materials and forces is well above the level expected. For instance, they readily use their knowledge about mixing and separating materials to suggest ways in which other mixtures might be separated. They confidently use the correct scientific terminology.
61. The quality of teaching and learning is good. Lessons are well planned, with teachers throughout the school making particularly good use of practical activities. The teachers are also very careful to use and emphasise the correct scientific terminology, which has a beneficial effect on the pupils' overall learning. The teachers have good subject knowledge and provide clear instructions and helpful demonstrations of the work that is to be undertaken. They make particularly good use of the computerised whiteboards, encouraging pupils to use them too. Good use is also made of the teaching assistants, who provide most able assistance to all pupils in turn. The support of adults enables all pupils, including those with learning difficulties, to make good progress.
62. Pupils show great interest in the subject, displaying very good attitudes and enjoying the practical work in particular. They work hard, concentrate well and are keen to find answers to the problems set. The pupils' behaviour is very good overall: they work well with other pupils in carrying out activities; they are aware of safety procedures and, whilst some are less careful, most usually present their work reasonably tidily. The teachers mark pupils' work regularly, but although they sometimes add useful comments of support and advice to help the pupils develop their work further, this is not a regular feature. Further, the use of worksheets does not necessarily encourage and help pupils to develop their skills in presenting their work logically and systematically.
63. The co-ordinator supports her colleagues well and her leadership is good. She has only recently taken over the subject, and although she does not observe lessons, she has a

clear idea of the strengths of the subject. She is a good practitioner with high expectations and she has contributed well to the improved standards. An emphasis on challenging higher-attaining pupils, implemented by the previous co-ordinator, has helped to raise standards and is an improvement in provision since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Good improvement has been made since the last inspection and developments in the subject have been led well.
- Standards are above national expectations at the end of Key Stage 2 and pupils achieve well.
- Teaching is good, and effective use is made of the school's computer suite.
- Pupils' understanding of control technology is not as well developed as other areas of their learning.
- Resources are very good and teachers make creative use of the interactive whiteboards to support their teaching.
- The co-ordinator supports her colleagues well.

Commentary

64. The school has made significant progress in improving provision since the last inspection. A new computer suite has been created in the new school building and is used frequently. Teachers' knowledge and understanding has been improved and the introduction and skilful use of interactive whiteboards has further complemented provision. Developments such as these make a significant contribution to pupils' learning. Consequently, by the time pupils leave the school, they are reaching higher than expected standards. Pupils are encouraged to use their skills in a number of subject areas and, if possible, to use information and communication technology in support of their learning at home. Pupils achieve well.
65. By the end of Key Stage 1, standards are above expectations. Pupils demonstrate a satisfactory understanding of how to use a mouse to load and save information and they can create pictures using a simple art package. While pupils are given some opportunity to word-process, few use such software to create more sustained pieces of writing. As pupils move through Key Stage 2, they develop a good knowledge and understanding of how to use computers to support their learning. They use the school's Internet facilities capably to research and gather information to enrich their learning. Their skills in using the finer features of a word-processor, such as grouping, rotating and adding three-dimensional effects to text and graphics are developed well. Pupils have a good understanding of how equipment such as digital cameras supplemented by appropriate software can be used to manipulate and distort images. Weaker features in pupils' attainment include their understanding of how control and sensor equipment can be used to support their learning.
66. The quality of teaching at Key Stage 1 is good. When pupils are taught in the computer suite, they are taught well. Pupils enjoy their learning and are highly enthused by the work

they are asked to do. There are, however, some missed opportunities for teachers to incorporate classroom-based computers more regularly into pupils' day-to-day learning. At Key Stage 2, work planned for pupils is often challenging and they respond well to the high expectations teachers have of them. This includes, for example, asking pupils to use the features of an art and word-processing package to design a layout for a proposed park. Because of such work, pupils gain a greater insight into how computers can be used in designing plans and how the software can be used to move images around in order to obtain a more pleasing effect. In all classes, teachers make good use of interactive whiteboards to demonstrate particular teaching points. Consequently, pupils make good progress in their learning about how information and communication technology comprises more than using a computer.

67. Leadership and management are good. The co-ordinator provides good support to her colleagues and her efforts have had a considerable impact on raising teachers' confidence in using computers more effectively to support their teaching. Resources are very good and are used outside school hours by the information and communication technology club in which many Key Stage 2 pupils participate.

Information and communication technology across the curriculum

68. A good start has been made by the school in providing pupils with opportunities to develop their competencies in information and communication technology in other subjects. In geography, for example, Year 5 and Year 6 pupils use the Internet frequently to research information about other countries and lifestyles.

HUMANITIES

In **history**, work was sampled by evaluating and discussing with pupils their work and by evaluating the quality of teachers' plans, as there were too few lessons taught in order to judge provision. Evidence indicates that the pupils cover a wide range of historical topics, which they enjoy talking about. By the time they leave the school, they have a good knowledge and understanding of different periods of history and can recall the main characters and personalities of the periods they have explored. They understand well that facts from the past can be gathered using a range of resources, such as books, photographs, accounts and newspapers.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are good.
- Pupils have a clear understanding of the need to be tolerant of other's beliefs.
- The attitudes of pupils towards the subject are very good.
- Teaching is characterised by the good subject knowledge and understanding of the co-ordinator who teaches the subject to all classes.
- The role played by the co-ordinator is good, ensuring that the subject has high status.

Commentary

69. By the end of Year 2 standards are higher than those expected by the locally Agreed Syllabus and pupils achieve well. Pupils are familiar with and have a good understanding of two major world faiths: Christianity and Islam. They are able to relate some of the stories of famous world religious figures, such as those of Jesus and Mohammed. Pupils explain clearly that religions have different religious buildings, and they can readily name and describe the church and the mosque. Pupils understand that religions have various ceremonies and special occasions, and they can describe in detail why Christmas is so important to Christians and Ramadan is important to Moslems.
70. By the end of Year 6 standards are higher than those expected by the locally Agreed Syllabus and pupils achieve well. Pupils are well informed about a number of world religions, successfully discussing, for instance, many aspects of the Christian, Jewish and Islamic faiths. Pupils know that all religions have distinctive traditions and lifestyles. Pupils in Years 3 and 4 can identify the importance of the Five Pillars of Wisdom to Moslems, and those in Years 5 and 6 recognise the relevance of the Holy Trinity to Christians. Pupils are aware of the need for love and care in their dealings with others and they recognise the importance of sharing and belonging to different groups. Older pupils understand the need to turn to God in times of trouble. Pupils throughout the school clearly understand the need to be tolerant of other people's dress, lifestyle and rituals.
71. The quality of teaching and learning is good, with all lessons being taken by the headteacher. Lessons throughout the school are well planned, and interesting ideas and information are presented to pupils. The teacher has good subject knowledge, and through relevant activities all pupils are able to make good gains in their knowledge and understanding. The teacher ensures the pupils' interest through a most thoughtful variety of learning experiences, including computer displays, video clips and visits to the local church. Through her provision of good, interesting lessons, with an emphasis on high levels of challenge and performance, the headteacher provides good leadership of the subject. Pupils are most keen to provide a variety of thoughtful answers and observations during lessons, and they enjoy the range of activities and experiences provided. They work well with other pupils when necessary and are keen to complete the tasks set. Discussions with pupils show very good attitudes towards the subject. Most pupils present their work well, although a number sometimes take less care.
72. There is effective leadership and management of the subject. The co-ordinator undertakes the teaching of the subject in all of the classes in both key stages. Her enthusiasm for the subject has a positive impact on the pupils' learning and ensures that the subject has a high status. The various religious themes that the pupils explore are successfully interwoven with the weekly themes chosen to support the daily act of collective worship which further reinforces pupils' learning. No judgements on standards in the subjects were made in the last report and, therefore, improvement since the previous inspection cannot be determined.

Geography

Provision for geography is **good**.

Main strengths and weaknesses

- Standards are higher than those expected at both Year 2 and Year 6 and pupils' achievement is good.
- Teachers make good use of resources to develop pupils' understanding.
- Pupils are highly curious about other countries and the daily lives of the indigenous peoples.
- The role played by the co-ordinator is good and standards have improved since the time of the previous inspection.
- Good use is made of reading and writing activities to develop both pupils' understanding of geography and to enhance their literacy skills.
- Marking of pupils' work does not consistently indicate to pupils how they might improve their work.

Commentary

73. By the end Year 2, pupils have a higher than expected knowledge about places. They have handled a variety of maps, both local and of a wider area, and they have acquired detailed information through following the travels of 'Barnaby Bear'. They have discussed holidays in the Alps and in Australia, and have confidently identified differences in such things as climate, activities and clothing. By the end of Year 6, pupils also show good understanding of maps, and whilst those in Years 3 and 4 confidently talk about features of the British Isles, those in Years 5 and 6 are knowledgeable about countries, continents and sea areas on a worldwide scale. Pupils find information on a variety of mountain ranges from a range of sources including the Internet and have identified differences and similarities between them. Pupils throughout the school show a concern for the environment, and they have suggested ways in which it can be protected, such as recycling.
74. The overall quality of teaching and learning is good. Teachers successfully use photographs, artefacts, atlases and visits to foster the pupils' interest, and this good use of resources helps pupils, including those with learning difficulties, to make good gains in their knowledge. Good use is also made of interactive whiteboards to enhance the quality of lessons. Teachers provide the pupils with good opportunities to extend their writing skills in the subject. Teachers know their pupils well and they regularly provide challenging activities for them, often in the form of research work. Consequently, pupils very much enjoy the subject. They study artefacts, atlases and pictures with enthusiasm and settle well to the variety of tasks provided. They particularly enjoy searching for information on topics, especially when using computers. Pupils' work is used to provide interesting and colourful displays to enhance the school environment. Pupils show good attitudes, and this enables them to concentrate on their work and to make good progress. A number of pupils present their work well, taking care with both the drawing and the writing. However, other pupils take less care at times. Teachers sometimes add pertinent comments of praise and advice to encourage their pupils further, but this is not done regularly.

75. The co-ordinator provides good support for her colleagues and she has contributed well to the breadth of work provided for pupils. She has also contributed well to the improved standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in **art and design**, **design and technology** or **music** during the inspection and, consequently, it was not possible to make a judgement about provision in those subjects. Evidence was gathered from discussions with the pupils, and by evaluating pupils' work and teachers' planning.

76. In **art and design**, pupils have a satisfactory understanding of the works and techniques of different artists and apply these well in their own work.
77. In **design and technology**, by the end of Year 6, pupils understand the need to think through their initial ideas and the materials they may well need in order to make and build various artefacts.
78. In **music**, a part-time teacher who visits the school towards the end of each week undertakes much of the teaching. Some pupils are given good opportunities to learn to play a sufficiently wide range of musical instruments, including the recorder, violin and trumpet. There is also a school choir and an after-school music club in which a good number of pupils participate.
79. Too few lessons were seen in **physical education** to make an overall judgement on provision. However, the Key Stage 2 gymnastics lesson seen during the inspection indicated strongly that restrictions in space do not allow the pupils to achieve satisfactorily. This is balanced by very good achievement in swimming. To compensate for the lack of hall space, the school provides swimming lessons for all pupils at the school. Many pupils exceed the expectations outlined in the National Curriculum for physical education in this aspect of their learning. Many are very confident in the water and use a variety of swimming strokes ably.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. During the inspection, no lessons were seen in **personal, social and health education and citizenship**. However, from a range of evidence there are indications that provision is at least satisfactory. A study of teachers' planning, together with some samples of pupils' work, show that there is satisfactory coverage of the subject during the year, with pupils learning about sex education, drugs awareness and the importance of healthy eating. Other issues, such as the importance of decision making, how to deal with sadness and the need to work with others in a team, are also emphasised. In addition, the school council, which is comprised of representatives of pupils from each of the classes, gives the pupils good scope to work in a group and develop a good understanding of the importance of listening and acting on the views of others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).