

# INSPECTION REPORT

**HATCH BEAUCHAMP CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Hatch Beauchamp

LEA area: Somerset

Unique reference number: 123794

Headteacher: Mr. Paul Dalling

Reporting inspector: Mr M. J. Johnstone  
21114

Dates of inspection: 19-21<sup>st</sup> February 2002

Inspection number: 193328

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Voluntary Controlled

School category: Infant and Junior

Age range of pupils: 4-11years

Gender of pupils: Mixed

School address: Station Road,  
Hatch Beauchamp,  
Somerset.

Postcode: TA3 6SQ

Telephone number: 01823 480616

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Appropriate authority: The governing body

Name of chair of governors: Mr John Attwood

Date of previous inspection: 21.04.1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21114	Mr M. J. Johnstone	Registered inspector	English. Information and communication technology (ICT) Art and design. Geography. History. Special educational needs. Equal opportunities.	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9545	Mr K Greatorex	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
23785	Mr M. Massey	Team inspector	Mathematics. Science. Design and technology. Music. Physical education. Religious education.  The Foundation Stage.  English as an additional language.	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a voluntary controlled primary school situated in the village of Hatch Beauchamp near Taunton in Somerset. It is much smaller than other primary schools with 43 pupils on the school roll, consisting of 25 boys and 18 girls. This is eight fewer than at the time of the last inspection. There were four children in the Foundation Stage (children under six years of age in the reception class) at the time of the inspection. The pupils are arranged in two classes. One class has the reception, Year 1 and Year 2 pupils and the other has the Year 3, 4, 5 and 6 pupils. The pupils come from a wide range of social backgrounds; their attainment on entry to the school varies from year to year but is generally below average. There are no pupils who have English as an additional language. At the time of the inspection, five per cent of the pupils were eligible for free school meals but because of the small numbers involved the percentage varies widely from year to year. Over the past three years the percentage known to be eligible has been broadly in line with the national average. The percentage of pupils identified as having special educational needs (14 per cent) is below average. One pupil has a statement of special educational need. From time to time, the school takes in a number of traveller children and these, in large part, account for the high mobility factor in the school. In the current academic year, five pupils joined the school and six left. There were no traveller children in school at the time of the inspection. There have been no significant staffing or recruitment problems.

### **HOW GOOD THE SCHOOL IS**

This is a good school. Standards are similar to national averages in English, mathematics and science. Teaching is good and enables pupils of all abilities to achieve well. Pupils who have special educational needs are very well supported and make very good progress. Pupils' attitudes and behaviour are very good and support their learning well. Pupils want to come to school and enjoy learning because of the broad and stimulating curriculum provided. The school is well led and the headteacher, staff and governors work together well. There is a strong commitment to improvement and the capacity for further improvement is good. The school provides good value for money.

#### **What the school does well**

- The headteacher, staff and governors provide good leadership and work together well to move the school forward. They are committed to improvement.
- Standards are above average in reading, design and technology, music and history.
- Good teaching, with excellent support from learning support assistants, enables pupils of all abilities to make good progress in most subjects. Pupils with special educational needs make particularly rapid gains in learning.
- The school provides a rich and stimulating curriculum that makes pupils want to learn.
- Pupils' very good attitudes and behaviour and good provision for their spiritual, moral, social and cultural development support learning very effectively.
- There is strong family atmosphere where all pupils are welcomed whatever their needs; parents like what the school does and pupils are very well cared for.

#### **What could be improved**

- Pupils' writing with particular emphasis on handwriting, spelling and presentation.
- Standards in information and communication technology by the age of eleven.
- The effectiveness of monitoring in bringing about further improvements in teaching and learning.

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

## **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been good overall improvement since the school was last inspected in April 1997. Pupils continue to achieve well across all subjects and the quality of teaching has improved. The headteacher, who took up his post soon after the last inspection has maintained, and in some respects, improved the good leadership and management noted then. The key issues identified by the last inspection have been tackled well. There is now a good policy for English and opportunities for the youngest pupils to learn from imaginative and physical play have been extended successfully. The school prospectus has been improved and regular updates are provided. Improvements have been made to the school development plan although it is too ambitious and lacks a sharp focus on improving teaching and learning. Financial planning is now very good and spending decisions are evaluated well. The amount and range of homework has been reviewed and an effective policy implemented. The capacity for further improvement is good.

## **STANDARDS**

This part of the report normally contains a table showing the attainment of pupils in the last set of national tests for eleven-year-olds. However, because the number taking the tests is so small – four last year – the table can be very misleading and is, therefore, omitted.

Given their below average attainment on entry, children in the Foundation Stage achieve well and are on course to attain the early learning goals in all the areas of their learning. By the age of seven, standards in reading are above average and in writing, mathematics and science; they are similar to the national average. Pupils of all abilities achieve well. Teachers' assessments and an analysis of pupils' performance in national tests over the past four years reflect this picture of standards.

Inspection evidence indicates that by the age of eleven, standards in English, mathematics and science are similar to the national average. In general, there is no significant difference in the standards attained by boys and girls, although in writing the girls tend to do better. In the national tests for eleven-year-olds, pupils' performance over the past four years has varied with the different abilities of the respective groups. There have been years when standards have been higher and years when they have dipped. This is also true when analysing the performance of boys and girls. These fluctuations are directly related to pupils' attainment on entry. Inspection evidence indicates that pupils achieve well in speaking and listening and reading. Pupils write in a good range of styles but their achievements in handwriting and spelling are not yet high enough. In mathematics and science, pupils make good progress in applying their skills to problem solving and investigation work but their quick recall of times table facts could be better. In all year groups, pupils who have special educational needs are fully integrated into all aspects of the school's work and achieve very well. The classroom assistants support them very effectively with their individual work programmes. The school has set targets in English and mathematics for 2002 that may be too challenging, since they would mean standards would be likely to be above the national average.

Standards in ICT are improving quickly as a result of new equipment and better planning for the development of key skills and experiences from year to year. However, standards are not yet high enough by the age of eleven. In religious education, standards meet the requirements of the local agreed syllabus and pupils develop particularly good knowledge and understanding in the subject. The work seen in history, music and design and technology was better than normally expected for pupils' age. In all other subjects, it was similar to that expected.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and have very good attitudes. At all stages, pupils sustain high levels of interest and concentration and take great pride in what they do.
Behaviour, in and out of classrooms	Behaviour, both in and out of lessons, is very good. There have been no exclusions.
Personal development and relationships	Relationships and pupils' personal development are very good. All pupils get on very well together and respect the feelings of others. Independence is encouraged and pupils take on responsibility willingly.
Attendance	Good - above the national average

All these features make a significant contribution to the pupils' learning and add greatly to the strong family atmosphere in the school.

## TEACHING AND LEARNING

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

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

Overall, the quality of teaching and learning are good and meet the needs of all pupils well. There was no significant difference in the quality of teaching between the Foundation Stage, the infants and the juniors. No unsatisfactory lessons were seen. Children in the Foundation Stage learn quickly and securely because activities are planned to take account of their particular needs. Watching and learning from the older pupils in the class enhance their progress. They receive excellent support from the learning support assistant.

At all stages, most aspects of literacy and numeracy are well taught and as a consequence pupils of all abilities achieve well most of the time. Lessons have a good structure and pupils are managed very well. As a result, pupils work at a good pace, maintain concentration and work well independently and as part of a small group. Reading is taught well, pupils enjoy books and develop good strategies for reading unfamiliar words. Pupils learn to write in a good range of different styles and for different purposes but their achievements in spelling and handwriting are not high enough. Teachers' expectations of how pupils present their work are too low. Pupils learn well across almost all aspects of mathematics but their quick recall of times table facts could be sharper.

Pupils receive high levels of individual support from teachers and learning support assistants and this helps them acquire good skills, knowledge and understanding in their work. This is particularly true of the pupils who have special educational needs where support from teachers and learning support assistants ensures that they make very good progress in all subjects. There are a few occasions, in all subjects, when the above average pupils could be pushed further with their learning. Pupils identified as being talented in mathematics have good individual work planned to extend their learning. Relationships are very good at all stages and develop pupils' self-confidence and enjoyment in learning. Pupils are developing a satisfactory knowledge of their own learning through the planning of personal targets. This approach is too new to have been able to make a significant impact on pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; all statutory requirements are met and the range of learning experiences is rich and stimulating for all pupils, including the small number of children in the Foundation Stage.
Provision for pupils with special educational needs	Very good; excellent individual support enables the needs of all these pupils to be met. There are well-focused and appropriate learning targets for the pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, spiritual, moral and cultural development is promoted well and the provision for social development is very good. All staff provide very good examples for the pupils to follow within a strong family atmosphere.
How well the school cares for its pupils	Good; this is a school that values all its pupils and cares for their well being. Teachers' good knowledge of the progress of individual pupils and sound systems for recording achievement are used satisfactorily to plan further work. There are no consistently used formal systems to record pupils' progress in subjects other than English, mathematics and science.

There is a good partnership with the parents. Parents and other adults are encouraged to involve themselves in the life of the school and many respond enthusiastically in a range of activities. There are excellent opportunities for pupils to participate in activities outside lessons that enrich and enhance the curriculum.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher, teaching staff, classroom support assistants and governors work together effectively and with a common purpose. There is a strong commitment to improvement.
How well the governors fulfil their responsibilities	Very good; the governors understand the school's needs because they know its strengths and weaknesses well. They give very good support and fulfil all their statutory duties.
The school's evaluation of its performance	The school has a good general view of its work through analysis of pupils' performance in national and school tests. There is a sound programme of monitoring teaching and learning but this is not focused sharply enough on improving teaching and learning.
The strategic use of resources	Financial planning is very good and resources are used well for the benefit of all pupils.

The school has good arrangements for seeking best value for money and careful consideration has been given to maintaining and improving teaching and learning facilities in the future. Staffing is adequate to meet the demands of the curriculum and the accommodation is satisfactory for the numbers on roll. Learning resources are good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children like school and are making good progress.</li><li>• The teaching is good and children are expected to work hard and achieve their best.</li><li>• Behaviour is good.</li><li>• The school provides an interesting range of activities outside lessons.</li><li>• The school is open and responsive to parental suggestions</li></ul>	<ul style="list-style-type: none"><li>• The amount and consistency of homework, particularly for the older pupils.</li></ul>

Inspectors agree with the parents' positive comments. The school has already responded to the issue about homework and inspection evidence indicates that the amounts now given are appropriate for pupils of this age. The school plans to ensure that this is given regularly.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1 Taking the average over the past three years, children enter the mixed reception and Year 1 and 2 class with attainment below the county average in communication, language and literacy and mathematical understanding. With good teaching they achieve well in all aspects of their learning and are on course to attain the early learning goals in personal and social development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and creative and physical development.

2 Only nine pupils took the 2001 national tests for seven-year-olds and there are currently only three pupils in Year 2. With such small numbers involved it is difficult to give a clear judgement on standards. The pupils who took the 2001 tests did well to attain standards above the national average in reading and mathematics and average standards in writing. Teacher assessment for the 2001 group of pupils placed standards in science as well above average. The work pupils were doing during the inspection indicates above average standards in reading and average standards in writing, mathematics and science. This picture is broadly reflected in pupils' performances in the national tests for seven-year-olds over the past few years. Over that period, there has been no significant difference in the standards attained by boys and girls other than those accounted for by variations in attainment on entry.

3 In the juniors, the work pupils were doing during the inspection indicated that standards were close to the national average in English, mathematics and science. There was no significant difference in the work of boys and girls in most aspects of their work, although the girls' writing was often better than that of the boys. Only four pupils took the 2001 national tests in English, mathematics and science. They did well and attained standards that were well above average in English and mathematics. In science, standards were similar to the national average. Over the past four years there have been some significant variations in performance from year to year accounted for by variations in the level of attainment on entry and the marked impact of the results of individual children of high or low attainment in a small group. In general, however, pupils' average points scores across all subjects have been close to the national average. On the basis of the work seen during the inspection, it is unlikely that the very challenging targets for 2002 will be met.

4 Given their generally below average attainment on entry, pupils achieve well in most aspects of English. Standards in speaking and listening are similar to the national average at seven and eleven years. Teachers provide good opportunities to develop these aspects of their learning so that by the age of eleven, most pupils talk and listen with confidence in a wide range of contexts. Above average pupils vary their expression and vocabulary well, for example, when reporting back to the class on what they have been doing in their lesson. In reading, pupils in the infants develop a good knowledge of the sounds of letters and a love of books. This is built on well in the juniors so that by the age of eleven, average and above average pupils read fiction and non-fiction books accurately and fluently. Above average pupils read with good expression and talk knowledgeably about biographies and autobiographies they have read.

5 In the infants, writing develops well and by the age of seven some pupils are beginning to write in a simple joined script. They are able to develop their writing in a sequence of sentences with full stops and capital letters usually used accurately. In the juniors, pupils learn to write in a good range of styles and for different purposes and ideas are often sustained and developed in interesting ways. However, their achievements in spelling, handwriting and the presentation of their work are not high enough. Many eleven-year-olds do not write in a consistent joined script and the spelling of common words is often inaccurate. Pupils use their speaking and listening and reading skills well in support of other subjects. Whilst their ability to write at length and in different styles supports work in subjects such as history and religious education, poor presentation and handwriting takes the gloss off their finished work.

6 In mathematics, pupils develop a good all round knowledge of number and algebra, shape, space and measures, and data handling. They make good progress in using and applying their mathematical understanding to problem solving. Pupils' quick recall of times table facts is not as good as it could be and this slows down their work when calculating number problems on paper. Pupils use their numeracy skills satisfactorily to support their work in subjects such as design and technology and science. In science pupils have good investigational skills and understand the need for an investigation to be fair. They record their results accurately in a variety of ways, for example in writing or using tables, although these are not always well presented.

7 In English and mathematics, support for pupils who have special educational needs is excellent and enables them to make rapid progress towards the specific literacy and numeracy targets in their individual education plans. They are involved in all aspects of the literacy and numeracy hours. In other subjects, they are given as much individual attention as possible and achieve very well. There is particularly good use of an initiative whereby computers are used to develop pupils' literacy skills on a one-to-one basis with a learning support assistant. In mathematics, additional work programmes for talented pupils enables them to make good progress.

8 In information and communication technology, standards are similar to national expectations at seven and below average at eleven. Standards appear to have fallen since the last inspection when they were judged to be above average. However, national expectations have risen rapidly since the last inspection and, although the school has improved provision in the subject and introduced new experiences for pupils, these have not been established long enough to have a significant enough impact on standards at eleven. Computers support work in other subjects satisfactorily, although scrutiny of past work and teachers' planning indicates that this could be extended further. In religious education, pupils develop a good knowledge of the subject and by seven and eleven, expectations at least meet the requirements of the local agreed syllabus.

9 Pupils achieve well in design and technology, history and music and the work seen during the inspection was better than normally expected for their age. In art and design, geography and physical education pupils' achievements are satisfactory overall and the work seen was similar to that expected for pupils' age. Although work in art and design is average overall, some of the work seen in printing was better than that normally seen.

### **Pupils' attitudes, values and personal development**

10 Pupils' attitudes, values and personal development are very good and have improved since the last inspection when they were judged to be good. They are strengths of the school and have a significant impact on the quality of teaching and learning.

11 All pupils have very positive attitudes to the school and their work. They show great enthusiasm about what they are asked to do and apply themselves very well to all aspects of their work. This was demonstrated particularly effectively in a physical education lesson for children in the Foundation Stage and Years 1 and 2. At all stages, pupils sustain high levels of interest and concentration because teachers plan interesting work that challenges and motivates them. Pupils take great pride and enjoyment in producing good work and are keen to share their successes with others.

12 Behaviour in classrooms and around the school is consistently very good and this confirms the views of parents. Pupils move around the school in a very orderly manner and have a clear understanding of the standards expected of them. There have been no exclusions. During the inspection, there was no evidence of bullying or lack of respect for school property. Discussions with pupils confirm that should any incidents of oppressive behaviour or bullying occur, they would know what to do.

13 Relationships throughout the school are of very high quality. Pupils form very constructive relationships with each other and with adults. There is a clear respect and understanding of the needs of others. This was exemplified by the patient way in which pupils listened to the views of a pupil with special needs who had difficulty expressing himself clearly in a literacy lesson. All pupils show

good co-operation and collaboration in lessons. They show genuine pleasure in the achievements of others, for example, there was spontaneous applause in a physical education lesson in the infants when a pupil demonstrated very good technique when performing a 'star jump'.

14 Pupils' personal development is very good. The school continues to provide a wide range of opportunities for the pupils to show initiative and take responsibility. They demonstrate that the trust is well placed. From the earliest stages of their time in school, children make good progress in their personal, social and emotional development as they perform jobs in classrooms and around the school. As they progress through the school, greater degrees of independence are encouraged. The older pupils play happily with the pre-school playgroup children and look after them when they all share the same playtime.

15 Attendance is good and above the national average. There is very little unauthorised absence. Punctuality continues to be very good and many pupils arrive early and work on the computers or read books. They come happily to school, eager and ready to learn. This enables the school to make a prompt and efficient start to the school day.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

16 Overall, the quality of teaching and learning are good and meet the needs of all pupils well. In the 21 lessons observed during the inspection, 19 per cent were very good, 57 per cent were good and 24 per cent were satisfactory. No unsatisfactory lessons were seen and there was no significant difference in the quality of teaching in the infants and juniors. There have been good improvements in the quality of teaching and learning since the last inspection when some unsatisfactory teaching and a smaller percentage of very good teaching was observed.

17 The teaching of children in the Foundation Stage is consistently good and enables all children to learn very effectively. Excellent support from the learning support assistant and effective intervention by the teacher enables learning to be developed well from all activities that the children take part in. Good planning, which involves the learning support assistant ensures that activities are structured to maximise opportunities for pupils to make rapid gains in their understanding across all the areas of learning. Teaching in the Foundation Stage has improved since the last inspection since the weaknesses noted in the opportunities for physical and imaginative play have been successfully addressed.

18 The teaching of pupils who have special educational needs is very good and enables them to make rapid progress in their knowledge and understanding across all subjects. This is brought about by the excellent additional support they receive from learning support assistants and the care and attention they receive from their teachers. Their individual education plans are well focused on their needs and the targets for development are regularly updated to reflect their progress. Teachers are aware of the contents of individual education plans and statements and normal classroom work often take good account of this. For example, pupils who have difficulty communicating verbally are positively encouraged to respond to questions in whole class sessions as in a junior literacy lesson.

19 Most aspects of literacy and numeracy are well taught and as a consequence pupils of all abilities generally achieve well. The literacy and numeracy hours are well established and the various parts of the lesson, whole class, group, individual and recap work are well timed. In these lessons, pupils work at a good pace, maintain concentration and work well independently and as part of a small group. The teachers provide good opportunities for pupils to develop their speaking and listening skills in these sessions. Reading is taught well and pupils are given good opportunities to write in a range of styles and for different audiences. However, teachers' expectations of how pupils present their work, particularly in the juniors, are not high enough and work in pupils' books is often untidy. In handwriting, the development of a fluent joined script, which is taught soundly in the infants, is not developed well enough in the juniors. Teachers develop pupils' mathematical skills well as pupils move through the school, although there is not enough emphasis given to the learning of multiplication table facts. This sometimes slows down the speed of pencil and paper work in number activities.

20 In the lessons seen during the inspection and on the evidence of a scrutiny of pupils' work and teachers' planning, teaching and learning in science, aspects of art and design, design and technology, history, music and religious education are good. In geography, physical education and information and communication technology too little evidence makes a secure judgement difficult. However, on the basis of what is available, teaching and learning would appear to be at least satisfactory.

21 The key strengths in teaching and learning across all subjects and stages are:

- The good knowledge and understanding of the teachers and the use of specialist teaching in music and physical education; through this, the pupils learn a good technical vocabulary and develop key skills successfully
- Good questioning that involves all pupils and extends understanding, for example, in a junior literacy lesson on facts, opinions and bias in writing the teacher asked; 'how do you think the writer feels about aboriginal people?'
- The very good management of pupils that ensures learning proceeds at a good pace and behaviour in all lessons is good
- The effective use of learning support assistants to provide individual support for all pupils. This keeps pupils interested and ensures good concentration and perseverance
- Good teaching methods that develop skills, knowledge and understanding well
- Effective use of resources to stimulate learning; for example, in literacy lessons, big colourful books capture the pupils' interest as in an infant lesson using a book about Cinderella and in science, geography and history, artefacts and books from the local authority museum service excite and stimulate the pupils.

22 Areas for improvement in teaching and learning relate to:

- The development of personal targets for pupils in order to develop better knowledge of their own learning and how well they are doing;
- Raising expectations of how pupils present their work in books;
- Planning and delivery of activities that give greater challenge to the above average pupils in some lessons;
- Greater use of computers to support learning across all subjects.

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

23 Curriculum provision is very good overall and enriches pupils' learning. Activities are exciting and relevant to the age and interests of the pupils. This represents a good improvement since the last inspection. The curriculum is very broad and balanced and meets all the statutory requirements. Religious education is taught using the locally agreed syllabus.

24 There is a good curriculum for children in the Foundation Stage. All the early learning goals for children under six years of age are included. Children are also included appropriately in the literacy and numeracy sessions held for older pupils in the same class. Good use of the classroom assistant means that children receive a short whole class input before moving on to activities at a level appropriate to their needs. As a result, children are well prepared for the next stage of their education. Good use is also made of the classroom assistant to ensure that children have regular access to outdoor provision.

25 Throughout the rest of the school, breadth and balance is ensured through good long term planning that includes all the National Curriculum subjects plus religious education and personal and social education. It is arranged on a good four-year cycle with some elements being repeated and developed, as appropriate. There is a good emphasis on the teaching of literacy and numeracy, where effective use is made of the part-time teacher to ensure that teaching can take place in smaller groups of Years 3/4 and 5/6. Opportunities are given for pupils to study subjects such as design and technology in depth. When this happens, standards are good. However, it is the wholeness with which the curriculum is viewed that is significant. Opportunities are taken to develop pupils' skills

by making links between subjects and building on their previous knowledge. This is demonstrated in subjects like design and technology and science, where pupils' mathematical, language and musical skills contribute well to their progress in the subjects. Personal, social and health education is given a high priority and includes work on health and drugs education. The governors have agreed a specific and appropriate sex education programme.

26 The school is committed to the ideals of inclusion for all pupils and makes very good provision for pupils with special educational needs. Well-conceived individual education plans are available during lessons and adults continually check that the needs of the pupil are being met. The good knowledge that staff have of pupils means that the targets in their individual plans are appropriate and regularly monitored and updated. Pupils are fully included in all activities and no pupils are disapplied from the National Curriculum because of their special need.

27 The school provides a very good range of extra-curricular activities. Teachers, learning support assistants, parents and governors give their own time freely to promote activities that regularly include chess, art, recorders football and netball. Links with the local community are very good. The local playgroup uses a school mobile classroom in the morning and there are activities like carol singing and plays in the village hall that take the school out into the community. The local small schools initiative means that pupils have the opportunity to work with and compete against pupils from other schools. This impacts well on the development of pupils' social skills. A wide range of visits, including annual residential trips for older pupils, further enhances the curriculum. It is through these trips that opportunities are given for pupils to take part in extra sporting activities, such as abseiling. Visitors provide pupils with a wide variety of interesting experiences. Links with the local secondary school are good and pupils often visit the drama centre attached to the school to watch and take part in productions. These visits develop pupils' literacy skills well.

28 Provision for developing pupils' spiritual awareness is good. They are given good opportunities to appreciate the beliefs and practices of others through subjects like religious education and during the daily assemblies. They are given the opportunity to express their own views on important occasions in their life and reflect on the opinions of others. Through these opportunities they develop an understanding of the needs of others and this leads to good relationships with adults and other pupils. The opportunities provided during morning playtime when pupils from the school mix with children from the playgroup show this caring and considerate attitude well.

29 Pupils' moral development is good. Teachers have high expectations of pupils' behaviour and give them a clear understanding of right and wrong; this is evident in the very good attitudes and behaviour seen in lessons and around the school. Pupils show maturity and responsibility in carrying out a wide range of duties around the school, such as setting up the equipment for assemblies and keeping the library area tidy. In lessons, they are expected to handle equipment carefully and as a result they use tools such as knives and saws sensibly during design and technology lessons. Through activities in drama and topics raised in lessons like personal education and religious education, pupils are presented with opportunities to learn about moral issues surrounding the developing world and the impact of natural disasters.

30 Pupils' social development is very good. Teachers give pupils a wide range of opportunities to develop their social skills during lessons like English, science and mathematics when they are expected to work with others to achieve a common goal. Staff are very good role models, presenting a calm and thoughtful approach to life in the school and discussing issues with pupils as they arise during lessons. Pupils show good understanding of how they can support others. This is evident in their response to pupils with special educational needs and younger children. The residential visits for older pupils provide good opportunities for further developing pupils' social skills in a wider context.

31 Provision for the cultural development of pupils is good. They are given opportunities to develop an awareness of their own community through the visits and activities that are planned into the curriculum. They have developed understanding of the wider community through visits to museums and further afield to places like London. History lessons develop their understanding of how their own culture has developed and the study of other cultures in subjects like geography gives

them a good understanding of issues in the wider world. Religious education makes a good contribution to pupils' understanding of the influence of religion on our own and other cultures, for example through the opportunities for meditation presented in a lesson on Buddhism.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

32 The school has done well to maintain the good quality support and guidance for all pupils. It promotes effectively the welfare, health and safety of the pupils in a warm and caring environment. In this very small school all staff know their pupils well and have a clear picture of their personal strengths and weaknesses. This enables them to offer high levels of individual counselling and support and due consideration of their diverse needs. All staff show particular concern for the well being of pupils with special educational needs and this has a marked effect on their self-esteem and academic progress. Updated information regarding academic and pastoral care is shared regularly by staff in order to alleviate any worries or concerns that pupils may have.

33 Assessment is used appropriately for developing and monitoring pupils' learning. Procedures are satisfactory overall and there has been sound improvement and development since the last inspection. In subjects other than English, mathematics and science, there are no consistently used formal systems to assess pupils' progress and this makes it more difficult for the teachers to ensure key skills are developed from year to year. In the Foundation Stage, children are assessed on entry to the school and this information, together with teacher assessments is used effectively to plan subsequent work. At all stages, good attention is paid to maintaining appropriate reading records, with parents making a significant contribution to the process, and as a result, pupils make good progress in this area of the curriculum. Both the teacher and classroom assistant record individual pupils' progress regularly across a range of activities and the results of these observations are shared informally. This has a good effect on the development of pupils' learning.

34 National Curriculum test results for seven and eleven-year-olds and optional National Curriculum tests for pupils in Years 3, 4 and 5 are used satisfactorily to track pupils' progress through the school and inform future planning. However, in this small school the very good knowledge that teachers have of the pupils is used well to plan subsequent work. Teachers use this knowledge well to plan for individuals and this is evident in the good use made of individual education plans for children with special educational needs. These plans are constantly available and used by all staff to support learning across a range of subjects, like physical education and science. In the junior class, teachers have introduced personal targets for pupils in English and mathematics but this is not yet firmly established, or supported by teachers' marking which does not always show clearly how pupils can improve.

35 The school has good systems to monitor and promote attendance. Registers are marked speedily, correctly and efficiently. All absences are properly noted and contact made with parents to explain the absence. Attendance figures are properly aggregated and emerging patterns of absence are noted and followed up.

36 There are good procedures for monitoring and promoting discipline and good behaviour and the headteacher and other staff provide very good role models. The consequences of unacceptable behaviour have been made clear and are understood by all pupils. All members of the staff apply these rules consistently. They pre-empt even the slightest incidents of possible misbehaviour in the playground, with firm, calm interventions.

37 There are clear and well-understood child protection procedures. All members of staff are aware of the need for vigilance and the steps to take if suspicions are aroused. Health and safety is promoted effectively in the school. Potential hazards are identified and remedial action taken as necessary. All staff members are safety conscious as shown in physical education, design and technology and science lessons seen during the inspection. In all these lessons, the dangers of potentially hazardous equipment were spelt out clearly.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

38 Parents continue to be highly supportive of the school and confirm that it has many strong features. All those parents who responding to the questionnaire agree that behaviour in the school is good, the teaching is good and their children like school. Virtually all of those responding believe that the school expects their children to work hard and they are making good progress. They would feel comfortable about approaching the school with a problem and they think that the school provides an interesting range of activities outside lessons.

39 A few parents expressed reservations about the amount of homework provided, particularly for the older pupils. The school has already taken account of these concerns and inspection evidence confirms that the provision is now appropriate for pupils of this age.

40 Parents and other adults are encouraged to involve themselves in the life of the school and many respond enthusiastically in a range of activities. They help, for example, by listening to the pupils reading as well as helping pupils who are working in groups independent of the teacher. In addition, most parents are very supportive of the work that their children are expected to do at home. There continues to be an active Friends Association that in addition to raising substantial amounts of finance in support of the school also helps out in other practical ways around the school. These parental links enhance the pupils' learning effectively.

41 Parents are well informed about what is happening in the school through a comprehensive range of letters, newsletters, meetings and reports. The school prospectus is clear and comprehensive. It gives parents a good overview of the school's values and its curriculum. Reports to parents are satisfactory overall. They provide much good information about the areas of study, what the pupils have achieved and what they know and can do. The best examples contain clear and specific information about targets and areas for improvement.

42 Parents of pupils who have special educational needs are kept well informed about the progress of their children and invited to attend all the relevant reviews.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

43 The leadership by the headteacher and governing body is good and has created a strong commitment to further improvement of the standards and quality of learning in the school. There has been good improvement since the last inspection, particularly in the development of the curriculum and links with the community.

44 This is a very small school and the headteacher has many areas of responsibility as well as a heavy teaching commitment. He has established very good relationships with staff, parents and governors and is clear about how he wants the school to develop. He leads by example in his own good teaching and provides inspiration and motivation for all his staff. The governing body and parents are strongly supportive of his democratic style and the way in which he gets results. The headteacher, staff and governors are dedicated to the ideals of inclusion and support all pupils as individuals with different needs. They welcome all pupils, including brief stays by traveller pupils and pupils with all types of special educational needs. They have identified a talented pupil and made modifications to their teaching to ensure individual needs are met.

45 Given the headteacher's heavy teaching commitment, the management of the school is mostly good. The school has a good set of achievable aims that are reflected well in all aspects of its work. The aim to develop a broad and exciting curriculum has been particularly successful and is a key factor in the good development of pupils' learning. The school development plan is comprehensive and has appropriate costings, time scales and success criteria. However, it is too ambitious across too many areas of school life and does not focus enough on key priorities such as raising standards and teaching to the next level. There is sound analysis of pupils' performance in national tests and this has led to some modifications to the curriculum, for example, by providing more opportunities for pupils to develop the range of their writing experiences. There has been some good monitoring of

teaching by the headteacher, staff and governors and this has given the school a good general view of how teaching and learning are developing. It has resulted in some improvements in teaching, for example in the delivery of the literacy and numeracy hours and better lesson planning. The monitoring and evaluation have, however, been too general and have not focused enough on evaluation of what is working well, what is not working, and why. For example, weaknesses in pupils' presentation, handwriting and spelling have not been picked up effectively in the monitoring of pupils' work.

46 Subject leadership, including special educational needs and the Foundation Stage is good, considering the wide range of subjects each teacher has to attend to. Good arrangements for in-service training help keep the teachers and learning support assistants informed of new developments in the subjects. This knowledge is shared well between the very small staff.

47 Performance management is well established in the school and the headteacher's own targets are appropriate to the further development of key aspects of the school's work. Good use is made of initiatives involving other small schools in the area. These, for example, have helped to develop teachers' knowledge of the teaching of drama and ICT. They also provide experiences that enrich and enhance pupils' learning in activities such as drama, sport, history and writing. There is good support for newly qualified teachers.

48 The governors are developing their role in strategic management well and have good knowledge of the strengths and areas for improvement in the school. They are supportive of the headteacher and have a high profile in the school. Governors with specific responsibilities, for example for literacy, numeracy, special needs, have a good understanding of their role and have a good knowledge of what is happening in their areas. The governors have a good understanding of the principles of best value and apply them to the school's management and use of resources. They fulfil their statutory duties effectively and discharge their duties through a sensible committee structure. They have a good grasp of the budget and its implications on financial planning. All grants are used for their specific purpose. Very good day-to-day administration frees the teachers to concentrate on teaching.

49 The school's staffing has a good effect on pupils' learning. The teachers are well qualified and have a good level of knowledge and expertise, which enables the curriculum to be taught well. The teachers are well supported by learning support assistants who provide excellent help to individual pupils. Teaching space is adequate to meet the demands of the curriculum. There are weaknesses, for example, in the space for physical education but this is alleviated in some degree by the use of the community hall near to the school. Internal space is satisfactory and used well to offset any difficulties. Resources are good overall. There are now sufficient computers to allow the subject to be taught effectively and the good supply and quality of books is supplemented by loans from the local authority library service. Resources for children in the Foundation Stage and for those who special educational needs are good and support learning well. Resources are used well, although there is still scope to use computers more across all subjects

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

50. In order to improve standards and the quality of education, the headteacher, staff and governors should:

- 1) Improve pupils' writing with particular emphasis on handwriting, spelling and presentation by;
  - a) ensuring that pupils in the juniors develop fluent, joined and legible handwriting
  - b) placing more emphasis on the development of spelling in the literacy hour and when marking pupils' work
  - c) raising teachers' expectations of how pupils' present their work in books.  
(This issue is discussed in paragraphs 5, 19, 67, 69 and 78)
  
- 2) Raise standards in information and communication technology by;
  - a) building pupils' skills more effectively from one year to the next
  - b) using computers more in support of work across the curriculum
  - c) providing more opportunities for pupils to develop greater knowledge and understanding of the control aspects of the subject and exchange information in a variety of ways including e-mail.  
(This issue is discussed in paragraphs 8, 22, 75, 81, 87, 88 and 90)
  
- 3) Sharpen the monitoring of teaching and learning by;
  - a) producing a more focused school development plan with priorities clearly centred around improving standards
  - b) developing a more systematic approach to the monitoring and evaluation of teaching and learning with emphasis on a more thorough analysis of one particular aspect at a time.  
(This issue is discussed in paragraph 45)

**In addition to the key issues above, the school should consider the following less significant issues for inclusion in the action plan**

- Develop personal targets for pupils in literacy and numeracy to ensure pupils develop a better knowledge of their own learning and are provided with greater challenge to improve. Supplement this with more written comments in the marking of pupils' work. (Paragraphs 22, 34 and 70)
  
- Develop manageable formal systems to record pupils' progress in subjects other than English, mathematics and science. (Paragraphs 33, 81, 87, 91 and 97)
  
- Improve pupils' quick recall of times table facts to help speed up mental and written calculation work. (Paragraphs 6 and 73)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	12	5	0	0	0
Percentage	0	19	57	24	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	43
Number of full-time pupils known to be eligible for free school meals	N/A	2

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	6

#### 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	5
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	5.2
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

\* Actual numbers are not included when the number of pupils is 10 or less.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001			9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	89 (86)	100 (100)	100 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	89 (86)	100 (86)	100 (71)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001			

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	100 (75)	100 (50)	100 (63)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	100 (63)	100 (63)	100 (75)
	National	72 (70)	74 (72)	82 (79)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	42
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	2.4
Number of pupils per qualified teacher	18
Average class size	21.5

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	51

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	0.4
Number of teachers appointed to the school during the last two years	0.4
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
	£
Total income	149,596
Total expenditure	150,591
Expenditure per pupil	3,502
Balance brought forward from previous year	6,617

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	43
Number of questionnaires returned	21

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	62	33	5	0	0
Behaviour in the school is good.	71	29	0	0	0
My child gets the right amount of work to do at home.	24	48	14	14	0
The teaching is good.	80	20	0	0	0
I am kept well informed about how my child is getting on.	52	33	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	14	10	0	0
The school expects my child to work hard and achieve his or her best.	62	33	5	0	0
The school works closely with parents.	57	29	14	0	0
The school is well led and managed.	48	38	10	5	0
The school is helping my child become mature and responsible.	57	29	10	0	5
The school provides an interesting range of activities outside lessons.	52	43	0	5	0

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

51 There has been good improvement in the provision for children in the Foundation Stage since the last inspection. The children are taught in a class with eight Year 1 and 2 pupils. The small size of the class and good level of staffing have a positive impact on children's learning. Children are assessed on entry to the nursery and evidence shows that overall attainment is below average with some children having poorly developed skills in communication, language and literacy and mathematical understanding. By the time they are ready to leave the Foundation Stage, all the children in the present reception group are on course to achieve the expected early learning goals in creative development, physical development and knowledge and understanding of the world. In communication, language and literacy, mathematics and personal, social and emotional development the large majority of the children are expected to exceed these goals. This is achieved through good teaching and the very good relationship and high degree of co-operation between the learning support assistant and the class teacher.

#### **Personal, social and emotional development**

52 By the time children leave the Foundation Stage, they have developed good social skills and are confident, independent learners. During the course of the day, they play and work with the older children in the class happily. They contribute well to lessons, for example in literacy sessions and science activities. They also take part in activities such as sand play and painting in small groups and on their own. This reflects skilful and sensitive teaching that encourages children to try out activities without asking for support. Children work well together, sharing equipment without making a fuss and talking confidently to one another about what they are doing. They are keen to learn and enjoy having the opportunity to practise their reading in front of visitors. At playtimes they mix with the full range of pupils from the main school and enjoy the opportunity to run and play with the older pupils. The caring attitude of these older pupils gives the younger children confidence and makes playtime fun.

53 The adults are good role models for the children, adopting a quiet but firm approach to learning. They take time to explain what is required and organise activities well so that children have opportunities throughout the day to mix with the others in the class. Resources are made readily available and are laid out in specific areas of the classroom. This means that children can start activities quickly and easily, without adult intervention, and this helps them to become independent

#### **Communication, language and literacy**

54 Children are good listeners. They pay attention when the teacher is reading a story and listen carefully when they are taking part in class lessons, such as numeracy and literacy. This is evident when they respond to teachers' questions. Adults are good at taking the opportunity to allow the children to give their responses in front of the older pupils in the class. This encourages good listening and confidence in the children. Some children are shy when speaking to visiting adults but speak confidently, using a good vocabulary when talking amongst themselves. Adults provide good opportunities for children to widen their vocabulary in lessons like science and mathematics.

55 Children are making very good progress in developing their writing and reading skills. Above average and average children form their letters well and write simple sentences with a clear space between the words. They have good pencil control and adults ensure that they have plenty of opportunities to practise their writing. Children can retell a story in sequence and they all know that print carries meaning. The large majority of the children have good book skills. When they are reading a book they use picture clues well to give them information about the story. They have a good knowledge of letter sounds and use this knowledge effectively to read unfamiliar words. Overall, children have a good sight vocabulary and are reading appropriate text confidently. They are beginning to make observations about what they are reading; for example, saying; *"That's not a good*

*idea,*” in response to a story. These good skills are being developed because of good teaching and the small class size that enables the teacher and classroom assistant to give individual support to children.

Children are being introduced to the National Literacy Strategy sensibly. They take part in initial whole class lessons and then go to work with the classroom assistant or teacher to practise their skills. They have adapted to this well.

### **Mathematical development**

56 Children are making very good progress in mathematical understanding. They take part enthusiastically at the beginning of numeracy lessons with pupils in Years 1 and 2 before carrying out activities designed specifically for them. Skilful teaching involves them in the whole class session well and ensures that follow up activities are relevant.

57 Average and above average children identify and count numbers up to 20. With numbers up to 10 they can count on one more, for example 1 more than 5. They know how this is written down and work out the answer from a written sum. When using equipment they work out 5 more. Children are developing a good knowledge of number bonds up to 10 and most add two numbers, such as 4 and 3 together accurately. They are beginning to become more confident with numbers to 20. Most children double a single number accurately, for example 6, correctly using a number line. The below average children have difficulty with this. They are becoming familiar with common shapes, such as circles and rectangles, and above average children are beginning to recognise shapes like cylinders.

### **Knowledge and understanding of the world, creative and physical development**

58 The teacher provides a good range of activities to promote children’s skills in these areas and children of all abilities make good progress.

59 Children are becoming confident on the computer. They have good mouse skills and find their way around familiar programs well. Computer work develops their social and verbal skills well as they often work in pairs. Children know that sounds are produced from a variety of different musical instruments and know that these instruments make sound in different ways. With adult support, they identify some instruments that make sounds by plucking or blowing. This is linked to stimulating and enjoyable teaching of science when children concentrate for long periods of time and enjoy the opportunity to try out the instruments themselves.

60 Adults provide a good range of activities to promote children’s creative skills and children make good progress. In art, they paint their own pictures and show a good use of colour. They have good printing skills and produce good example of pattern, developing an awareness of design and impact. Children use materials such as tissue paper, glue, glitter and wool to make their own collages and mobiles, producing some good examples of bonfire night. The visiting music teacher provides some very good opportunities for children to develop their musical talents. Children join in well with the older pupils in the class and are beginning to understand the requirements of performance as well as identifying high and low sounds. The class teacher uses her own musical skills to good effect to further support learning in this area and children sing well, knowing the words of some songs off by heart.

61 Children have good physical skills. They practise their fine motor skills in science-based topics on subjects like materials when they cut and glue carefully and accurately. They enjoy physical activity and are helped in this by the clear instructions and encouragement given by the teacher. They like running and jumping and use equipment like tricycles confidently. Classroom organisation is good and the children are given opportunities to play outside under the supervision of the classroom assistant, while pupils in Years 1 and 2 are working in the classroom. This ensures that they have their full curriculum entitlement and are given plenty of opportunity to engage in vigorous physical activity.

## ENGLISH

62 Overall, standards in English are similar to the national average at seven and eleven. Reading is above average and speaking and listening and writing are similar to the national average. In general, over the past four years, standards have been broadly similar to the evidence from the inspection. Although the relative performance of boys and girls in national tests have also fluctuated, taken over the four years, the difference is not significant. There is some evidence from the national tests to suggest that boys' writing is generally not as good as that of the girls. The work being done by boys and girls during the inspection mirrored this picture. Standards have been maintained since the last inspection.

63 Since a majority of pupils enter school with below average speaking and listening skills pupils achieve well to reach average standards by the ages of seven and eleven. Most pupils speak clearly and respond appropriately to what others have to say. At all stages, teachers develop these skills well. All pupils, including those who have special educational needs, know that teachers will value their spoken contributions and this develops their self-confidence well. There are good opportunities provided for pupils to discuss their work in pairs and groups and this impacts well on the development of these skills. There are some occasions when the teachers do not correct errors in pupils' speech and this places some limitations on their progress. Across all subjects, teachers provide good opportunities for pupils to use their speaking and listening skills in support of their learning.

64 Reading is well taught and results in good standards at seven and eleven. All pupils achieve well and pupils in the infants develop good strategies to help them read unfamiliar words. They develop, for example, a good sight vocabulary of commonly used words, they know letter sounds and how to combine them and use picture clues to help them read. Pupils are read exciting stories and this develops a love of books and the desire to read for themselves. Above average and some average pupils know the purpose of an index and contents and use their knowledge of the alphabet to locate books and find information. Pupils' reading skills and their love of books is built on well in the juniors.

65 By the age of eleven, most pupils are fluent and confident readers. In responding to a wide range of texts, they show good understanding of significant ideas, themes, events and characters. They have a good understanding of a contents, index and glossary and use them successfully to locate information. The use of letter sounds and combinations is developed well and used successfully by average and below average pupils and pupils with special educational needs to develop accuracy in their reading. Above average pupils use other more advanced strategies such as context clues to help them when the letter sounds strategy fails. Most average and above average pupils read with good expression and take note of the effects of punctuation when reading aloud. One above average pupil in Y3, for example, said when reading to an inspector; *'That word in italics means that you have to put more expression into your voice and the words in inverted commas are words that are actually spoken so you can change your voice when reading that.'* Older pupils in Years 5 and 6 talk knowledgeably about particular authors and express preferences. Above average pupils know the difference between a biography and an autobiography.

66 Teachers make good links between reading and writing and in the infants writing develops well as a result. By the age of seven pupils achieve well. Most pupils write simple sentences showing good letter formation. Average and above average pupils write short accounts of stories with due attention to appropriate grammar and punctuation. This was exemplified in a literacy lesson about Cinderella when above average pupils were concentrating on using adjectives in their accounts. Above average pupils are beginning to use a good vocabulary to make their stories interesting, for example, one pupil wrote; *'The calm, gentle sea trickled through the pebbles.'* Most pupils use capital letters and full stops with reasonable accuracy and the above average pupils usually spell monosyllabic words correctly.

67 In the juniors, teachers provide pupils with good opportunities to write in different styles and for different audiences. Above average pupils continue to develop an interesting vocabulary that

brings their writing alive. For example, one pupil wrote; *'As the clouds drifted past the moon, its bright light was welcomed by an eerie sound which seemed to come from the cottage door.'* Pupils write sound factual accounts, instructions, letters, play scripts, narrative and poetry. This writing is developed well in other subjects such as history, for example, junior pupils write a good fact sheet about the Anglo-Saxons. They produce good topic books about World War Two, including empathetic accounts of evacuation, poems, recipes and letters. In these aspects of their writing, pupils achieve well. Standards of grammar and punctuation are satisfactory and progress in these aspects of writing is satisfactory. However, handwriting is below average and skills are not developed well enough through the juniors. This results in work that is untidily presented and often difficult to read. Most pupils are not writing in a fluent joined script by the age of eleven. Pupils' achievements in spelling are also not high enough and most pupils do not spell common polysyllabic words with any consistency.

68 Teaching is mostly good at all stages and meets the needs of all pupils well. This matches the findings of the last report although there have been marked improvements in curriculum and lesson planning. These aspects are now good. Effective individual support for pupils who have special needs and work that is modified to meet their particular needs ensures that their achievements are often very good. Pupils enjoy their work in English and much of the work is interesting and motivates pupils to want to learn. Pupils enjoy books as a result of the enthusiasm transmitted by the teachers. A few of the boys are less enthusiastic about writing activities despite good efforts by the teachers to make the tasks relevant.

69 The literacy hour is well established and ensures that all lessons have a good structure. In the opening whole class discussion sessions good questioning extends pupils' understanding of the text well. In an infant literacy lesson, for example the teacher asks; *'What do you think Cinderella is thinking?'* and in a junior lesson the teacher asks; *'What is one common fact in the three accounts that we have read?'* In these sessions teachers ensure that pupils with special educational needs are fully involved by directing specific questions at them. This develops their self-confidence well. Group and individual activities are well planned with good attempts made to match work to pupils' abilities. This is usually successful, although in some activities the above average pupils could be pushed to achieve more. Closing recap sessions are well planned and appropriate time is allowed. This ensures that pupils are able to assess how well they have done and teachers are able to consolidate new learning. Expectations of behaviour are high and class management is good; however, teachers' expectations of pupils' handwriting and how they present their work are not high enough. This results in some slipshod work in pupils' books. Spelling tests are given regularly but not enough attention is given to the development of spelling in writing activities and when marking pupils' work.

70 The school now has a good scheme of work that gives a firm and reliable planning base. The subject is co-ordinated well. There has been a good concentration on drama in order to stimulate pupils' writing, particularly for boys. Careful thought has gone into how the learning support assistants will be utilised in the literacy hour and this has been very effective. There are sound formal assessment procedures to track pupils' progress in reading and writing and good informal contacts between the infant and junior classes. Personal targets have been introduced but these are relatively new. They are not sharply focused nor referred to consistently enough in teachers' comments orally or in their marking of pupils' work. The library is well stocked and used effectively to develop pupils' research skills. Computers support the development of pupils' drafting and editing skills satisfactorily and are used particularly well to support pupils who have special educational needs.

## **MATHEMATICS**

71 Pupils in Year 2 and Year 6 attain the nationally expected levels in mathematics. Over the last four years standards have risen overall in line with the national average. Pupils with special educational needs are very well supported and make rapid progress. Since the last inspection, the quality of teaching has improved and enables pupils to achieve well in the subject.

72 By the age of seven, pupils identify odd and even numbers correctly. They apply their knowledge to numbers above 1000, knowing that 1493 is an odd number. Pupils are developing good strategies for adding three two-digit numbers together. They have a good understanding of place value and number bonds up to 10 to help them, although they cannot always work out the answers in their heads. However, they have satisfactory mental arithmetic skills when they are adding and subtracting numbers to 10 in the numeracy lessons. Pupils record some of their work using block graphs satisfactorily with numbers up to eight. They are learning to tell the time using quarter and half past the hour. They solve subtraction and addition problems using money up to 30 pence with reasonable accuracy.

73 By the age of eleven, pupils have developed sound mental arithmetic skills. They multiply numbers by 10 and 100 quickly and higher attaining pupils divide numbers by 10 to one decimal place. Pupils' instant recall of tables is not as quick as it could be. This slows down some of their work in written calculations. They add two-digit number accurately but have difficulty when adding three-digit numbers, although they are developing good strategies to help them to do this more successfully. Average and above average pupils are confident dealing with numbers bigger than 1000 and they multiply by two-digit numbers accurately. They interpret information from block graphs correctly, although sometimes parts of the graph, such as the title, are missing. Lower attaining pupils add two and three-digit number correctly and are becoming confident doubling numbers up to 100. Pupils understand the importance of brackets in mathematical calculations, using addition, subtraction, multiplication and division confidently to work out their answers. They know the properties of some shapes, for example marking parallel lines and designing nets in order to make solid shapes and finding the area of regular and irregular shapes. They convert fractions into percentages accurately and are beginning to identify patterns when counting on in decimal fractions.

74 The quality of teaching is good and, based on their prior attainment, pupils achieve well. Teachers use the National Numeracy Strategy effectively and their planning indicates clearly what pupils will learn. There is a wide ability and age range in both classes and teachers meet the demands of this well. Questioning is appropriately targeted in the whole class sessions to ensure that all pupils are involved and pay attention. The activities are set at an appropriate level for the differing abilities of the pupils. In the junior class, the pupils are split into two groups for activities with a teacher who works part-time taking younger pupils. In the infant class, the classroom assistant is also fully involved. This works well in ensuring that teachers can focus on smaller groups of pupils and are therefore able to give activities that both challenge the above average pupils and support others. The pace of lessons is consistently good and this encourages pupils to work hard. The use of the closing discussion session at the end of lessons for older pupils is used particularly well to reinforce learning and provide some challenging extension work for above average pupils. Teachers have good class control and this means that pupils can get on with their work without disturbance.

75 The day-to-day assessment of pupils is good and used appropriately to target future work. This was particularly noticeable in the infant class when the teacher took the opportunity to reinforce learning in a later lesson. The identification of talented pupils in mathematics reflects the school's commitment to ensuring that all pupils achieve their full potential. Suitable extension work is provided to ensure that any such pupils are given work that extends their learning. Computers are used to consolidate pupils' skills in the subject but their use could be extended. Assessment is used satisfactorily to inform teachers' medium and long term planning but individual target setting is still being developed and is not used consistently. The co-ordinator maintains assessment records for all junior pupils, which means that the progress of pupils can be tracked efficiently. Record keeping in Years 1 and 2 is more informal but effective, due to the small number of pupils involved.

## **SCIENCE and DESIGN AND TECHNOLOGY**

76 Standards for the present groups of seven and eleven-year-olds are average in science. Over the last four years, standards have remained in line with the national average overall. As at the time of the last inspection, pupils continue to make good progress, based on their prior attainment. However, overall standards for the present group of eleven-year-olds are lower than at the time of the

last inspection, except in investigational work where standards remain good. Lesson observations and a scrutiny of pupils' work shows that standards are likely to rise again next year.

77 Seven-year-olds are developing good investigational skills. They are beginning to make sensible predictions and record the results of their work accurately in a variety of ways such as drawing or writing. They understand that some objects are made from man-made materials and they identify which materials might be the most suitable for making tools and utensils. Pupils know that vibrations produce sound and they make good use of their musical skills in identifying the type of sound that might be made by various musical instruments.

78 By the age of eleven, pupils have developed good investigational skills. They are confident when setting up their own experiments and have a clear understanding of the need for a fair test. They record their results accurately in a variety of ways, for example in writing or using tables, although these are not always well presented. They make good predictions based on their earlier learning. Pupils understand how to construct electrical circuits and make their own switches. They set up experiments to test the strength of various magnets and pupils in Year 5 carry out experiments to determine which materials are magnetic. Very good support is given to pupils with special educational needs to enable them to take part fully in the lessons. Pupils talk about their work enthusiastically and show a sound understanding of their work on materials and plants.

79 Standards in design and technology are good. Junior age pupils combine their knowledge of science and design and technology well in producing well-constructed working models. They design a frame to hold an electrical motor, which is intended to drive a model of a piece of playground equipment. They have good designing skills and use tools, such as knives and saws, skilfully and carefully. Pupils keep their own design books and make good prototypes to see if their designs will work. They are happy to make modifications to their designs to improve them and sometimes change the materials that they were going to use. Pupils evaluate their own finished products.

80 In the lessons seen, the teaching of science is good and sometimes very good in both classes. No teaching of design and technology was seen in the infants. The teaching of design and technology in the class with older pupils is very good. Here the teacher makes good use of pupils' mathematical and scientific skills in design and technology and the linking of these subjects enables pupils to see a practical application for their skills in different curriculum areas. This is the result of good planning and a good understanding of how pupils learn. Teachers have good classroom control and high expectations of behaviour in both subjects. As a result material and equipment are used sensibly and pupils co-operate well together. It was a joy to be in design and technology lessons where there is such an enthusiasm for the subject and obvious application of different skills. In a science lesson for infants, the teachers' enthusiasm for the work on sound and her skills in music brought the lesson alive to pupils who rewarded her with intense concentration and hard work. Teachers believe firmly in the importance of practical work in these subjects, which is why pupils have good investigational and construction skills.

81 The co-ordination of the subjects is good, ensuring that links with other subjects are an integral part of the planning. Resources for both subjects are good and impact well on pupils' learning. Computers could be used more to support learning in both subjects. Regular assessments are carried out in science and a useful portfolio of work built up for each pupil. This allows pupils' progress to be tracked throughout their time in school. There are no formal systems to record pupils' progress in design and technology and this makes it difficult to ensure key skills are developed progressively.

## **ART and DESIGN, HISTORY and GEOGRAPHY**

82 On the basis of a few lessons and scrutiny of work, standards in geography are similar to those expected for the pupils' age at seven and eleven. Overall standards in art and design are similar to national expectations. Some of the work seen in printing was better than this. Much of the work seen in history in the juniors was better than is expected for pupils of this age. In general, pupils of

all abilities achieve well in history and satisfactorily in geography and most aspects of art and design. This reflects the quality of teaching in the three subjects.

83 In art and design, teachers provide good opportunities for pupils to work in different media and pupils produce sound work in crayon, pastels, paint and collage. Teachers develop pupils' observational drawing skills as they move through the school so that by the age of eleven most pupils draw satisfactory buildings and other objects. The work of the average and above average pupils shows good use of shading and tone in their work. The teachers' good skills and knowledge of printing and collage result in some high quality work in both the infants and juniors. Teachers use the work of famous artists effectively to inspire the pupils. In the infants, for example, the work of Giacomo Balla inspired the pupils to produce good representations of street lighting.

84 In history and geography good use is made of resources to develop learning. Teachers supplement the school's own resources successfully with borrowed artefacts and reference material from the local authority library service. These enable pupils to gain information effectively from secondary sources. Visits and visitors to the school enrich the history curriculum very successfully. In a topic on World War Two, junior pupils enacted the evacuation of children to the countryside by going on an actual train journey led by a drama specialist. This brought history 'alive' for the pupils and taught them how it must have felt to be evacuated. The topic was also successful in encouraging boys to write more as a response to first-hand experience.

85 Infants develop knowledge of famous people and events such as Queen Elizabeth the First and the Great Fire of London through listening to stories and looking at pictures and books. Teachers successfully link subjects together and this gives greater meaning to the pupils' work. For example, in a junior topic on the Saxons, pupils produced good representations of Saxon jewellery in modelling materials, made models of Saxon houses in card and wood and studied maps of the invasion routes the Saxons took. Text and pictures from the Internet were also used to build up a picture of life at that time. In the World War Two topic, teachers presented pupils with good opportunities to develop literacy and music skills. For example, they wrote recipes, poetry, postcards and factual accounts and in music sang wartime songs.

86 Teachers develop pupils' geographical skills and knowledge satisfactorily as they move through the school. In the infants, pupils learn about different contrasting localities, for example, St Lucia and study features of their own locality. They are encouraged to compare and contrast features such as climate, transport and homes and this helps widen their understanding in the subject. Juniors are taught how to gain information from maps, globes and atlases, draw their own maps and keys and draw conclusions from them. During the inspection, pupils were encouraged to conduct their own survey on water usage at home.

87 Computers offer some support to the subjects but scrutiny of past work and teachers' planning indicate that this could be extended to support pupils' learning in these three subjects. Assessment is largely informal, although the small size of the school enables good informal assessment of progress to take place. There are no consistently used formal assessment systems used and this makes it more difficult to ensure that key skills are developed from year to year.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

88 By the age of seven, standards are similar to the national expectation but by the age of eleven, they are below this. At the time of the last inspection, standards at seven and eleven were judged to be good and consequently there appears to be deterioration. However, National Curriculum requirements are now far more demanding and expectations have moved rapidly. The school has not stood still during this time and has, over the past year particularly, made some good progress in developing the curriculum and increasing resource provision. This has not yet, however, been sustained for a long enough period to have a significant impact on standards at eleven. Evidence from the inspection indicates that pupils are now getting more regular opportunities to develop key skills and these are beginning to feed through the school. There are examples of computers

supporting work in other subjects, for example, in history, literacy and mathematics. This is not as widespread or consistent as it should be if key skills are to be consolidated and extended effectively.

89 Pupils are introduced to computers in the Foundation Stage and are developing good basic keyboard and mouse skills that enable them to access and use simple literacy and numeracy programs effectively. By the age of seven, most pupils have developed these basic skills well and are becoming aware that computers can make pictures and enable them to enter and edit text. Above average pupils explain how their work can be saved and most average and above average pupils load a program and play word and number games independently. Pupils enjoy their work on computers and help each other when working in pairs. It is difficult to make a firm judgement about teaching since very little direct teaching was seen in the infants. Pupils are given good individual support and planning indicates that pupils are given relevant work to develop key skills. This indicates that teaching is at least satisfactory.

90 Scrutiny of pupils' past work, observation of pupils working on computers and discussion with a group of Year 6 pupils indicate that relevant experiences are now being planned and delivered and standards, though below national expectations, are now much closer to what is expected nationally. Most pupils know the function of all the main keys on the keyboard and have continued to develop good mouse skills. They know how to save, retrieve and print their work. They use a spell check and change font and colour successfully. Pupils are now beginning to add to, amend and combine different forms of information, for example they combine text and pictures when presenting their work in history. They are beginning to control events in a predetermined way, for example by working with a screen turtle to draw geometric shapes in mathematics. They have done some work this year on extracting information from databases and have begun to use the Internet. They have not yet used e-mail although there are plans to do this shortly. In discussion with pupils, it is clear that many of these experiences are relatively new and much of their past work on computers revolved around word processing. Experiences across the range of expected work have been sporadic in the past.

91 On the basis of teachers' planning, discussions with pupils and the individual and small group work seen during the inspection, teaching and learning are at least satisfactory at all stages. There is some good teaching of pupils who have special educational needs by learning support assistants. They use a program designed to develop key literacy skills and intensive individual support at these times ensures pupils progress well both in the development of basic computing skills and reading and writing skills. Teachers are attending relevant in-service training and the new teacher who teaches part-time has good knowledge and expertise in the subject. There are sufficient computers now available for the pupils and a good range of software is being built up. Appropriate recording systems have been introduced recently but these are too new to have made any significant impact on the development of skills from year to year.

## **MUSIC and PHYSICAL EDUCATION**

92 Standards in music exceed national expectations for both seven and eleven-year-olds. This represents a good improvement for eleven-year-olds since the last inspection. Seven-year-olds have good listening skills and identify sounds as high or low. The majority of pupils sing high and low notes accurately and are developing a good musical vocabulary. By the time they are eleven, pupils have good understanding of harmony and pitch. They use this knowledge well in their singing, for example, when performing a song from 'Starlight Express'. Pupils are developing good performance skills, singing in tune and maintaining their part in the structure of a piece with a good awareness of other performers. They know that volume and the timbre of a piece of music affect performance and they incorporate this into their own singing. They use percussion to accompany their songs and maintain a rhythm well.

93 In physical education, it was not possible to make a judgement on standards overall. Only two gymnastics lessons were observed and in these lessons pupils performed at the expected standard. By the age of seven, pupils know how to soften a landing by using their knees when they jump. They are developing increasing control over their movements. They use the apparatus

sensibly and most of them improve their performance over time. Pupils show good control in their stretches and curls and are eager to demonstrate their movements.

94 By the time they are eleven, pupils work out their own sequence of movements using small apparatus, such as benches, and the floor. They include a variety of movements such as jumping and rolling as methods of travelling. Pupils know that sequences have a definite beginning and end and they perform their sequences confidently. However, movements often lack accuracy and control. Pupils know how to jump and land safely and they use the apparatus sensibly, which enables everyone to complete their sequences without interruption. They watch the work of other pupils carefully and are beginning to learn from this how they can improve their own performance

95 In both music and physical education, a visiting teacher takes lessons. This is a good initiative that brings added expertise into the school and brings the pupils into contact with a greater variety of teachers. It also enables the headteacher to use his permanent part-time staff member to support literacy and numeracy as he uses the music and physical education time for administration.

96 Music teaching is good. The teacher has good subject knowledge and plays a variety of instruments. She is a confident performer. This helps to gain the pupils' attention and means that they enjoy a variety of experiences during lessons. The teacher provides good listening opportunities and uses the tape recorder to introduce pupils to the work of professional musicians. She has good class control and an enthusiasm for the subject that communicates itself to the pupils who in turn participate fully and enjoy what they are doing. Lessons are carefully planned and build systematically on pupils' previous experiences. The musical expertise of the class teacher in the class with the younger pupils successfully enhances pupils' musical skills when she takes the opportunity to use instruments in science and accompanies pupils' singing on the guitar.

97 The teaching of gymnastics is satisfactory overall. Teachers have sound subject knowledge and are enthusiastic in their teaching. This communicates itself to pupils who enjoy the lessons. Activities are well planned and at an appropriate level for the wide range of pupils in the class. The wide age range in the class with the older pupils makes it difficult to consistently challenge the older and more able pupils. The Village Hall is used for gymnastics and, although adequate, does limit the range of activities possible. Teaching is best when pupils are used to demonstrate for the benefit of others. This is because with the wide age range the younger pupils have difficulty transferring spoken instructions into movement. Both teachers ensure that lessons have opportunities for sustained energetic activity and pupils enjoy this aspect of the lesson. Good teacher control and pupil behaviour make lessons safe. The lesson for the older pupils was well structured to support pupils with special educational needs and the awareness and support of other pupils was excellent. Pupils do have the opportunity to go swimming and records indicate that most are able to swim the required 25 metres by the time they leave the school. Extended residential visits also provide older pupils with opportunities to engage in adventurous outside activities. These contribute well to their physical and social development. It is difficult for teachers to track pupils' progress effectively since there are no formal assessment systems in the subjects

## **RELIGIOUS EDUCATION**

98 It was only possible to observe one lesson, in the senior class, during the inspection. On the basis of this lesson and a scrutiny of pupils' work, the expectations of the locally agreed syllabus are met in full. On the available evidence it was not possible to make a secure judgement on standards for seven-year-olds. For eleven-year-olds, standards in the lesson observed exceeded expectations. There is no difference in the standards of boys and girls and the high standards evident at the time of the last inspection have been maintained

99 By the time they are seven pupils have had the opportunity to build a good base of knowledge. They have investigated the importance of friends and family and know that different world religions hold their own celebrations and festivals. Pupils know stories from the Old and New Testament, such as the Feeding of the Five Thousand and this prepares them well for work carried out in the other class.

100 By the time they are eleven, pupils have gained a good knowledge of Christianity and other world religions, like Islam. They know about specific instances in the life of Jesus, such as the Last Supper and about the importance of The Five Pillars of Islam. They are taught about a wide range of human experiences from different countries and as a result have raised funds to help flood victims in India.

101 In the one lesson observed the teaching was very good. The life of Buddha was explored but made very relevant to the pupils' own experiences by the teacher. The importance and purpose of meditation was explained to pupils and the teacher presented some excellent opportunities for pupils to experience meditation on themes that were relevant to them. Pupils responded to these opportunities with maturity beyond their years, sharing various experiences that they had had in their lives. The teacher dealt with issues sensitively and caringly and this gave pupils confidence to participate fully in the lesson and learn from one another. The examples that the teacher used to draw a relationship between the experiences of Buddha and the experiences of Jesus used the pupils' previous knowledge well and they were able to see the similarities clearly. The skilful teaching meant that during this lesson the pupils made very good progress in their learning.

102 The teachers' planning is securely based on the locally agreed syllabus and ensures that the pupils receive their full curriculum entitlement. Daily assemblies make a good contribution to pupils' religious understanding with the local minister providing an active, positive and enjoyable link between school and church.