

INSPECTION REPORT

BRAILES CHURCH OF ENGLAND PRIMARY SCHOOL

Banbury

LEA area: Warwickshire

Unique reference number: 125626

Headteacher: Mrs Susan Towner

Reporting inspector: Derek G Watts
22092

Dates of inspection: 20th-22nd May 2002

Inspection number: 195802

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	5 – 11 years
Gender of pupils:	Mixed
School address:	Lower Brailes Banbury Oxfordshire
Postcode:	OX15 5AP
Telephone number:	01608 685253
Fax number:	01608 685253
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Alison Willatts
Date of previous inspection:	23 rd –25 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22092	Derek G Watts	Registered inspector	English Information and communication technology Physical education	What sort of school is it? How high are standards? How well are pupils taught? How good are curricular and other opportunities offered to pupils? How well is the school led and managed?
9883	Brian Silvester	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 its' parents?
23475	Karen Tomkins	Team inspector	Mathematics Art and design Geography History Foundation Stage	
2756	Michael Barron	Team inspector	Science Design and technology Music Religious education Equal opportunities Special educational needs	

The inspection contractor was:

Serco QAA Limited
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brailes Church of England (Voluntary Controlled) Primary School is situated in Lower Brailes. The school's catchment area includes this village plus Upper Brailes, Sutton Under Brailes, Stourton, Cherington and Whichford. About 20 per cent of pupils come from further afield. The school currently has 95 pupils on roll and organises them into four classes. Ninety-three pupils are of white UK heritage and two are white European. During the last five years, the roll has been remarkably stable, ranging from 93 to 97 pupils. Children are admitted to the school at the beginning of the school year in which they are five. About 25 per cent of the school's population have been identified as having special educational needs and this is broadly in line with the national average. Two pupils have a Statement of Special Educational Needs and this is average. Only two pupils have English as an additional language but these are not at an early stage of English language acquisition. About five per cent of pupils are entitled to free school meals and this is below the national average. Attainment on entry to reception covers a broad range but is average overall.

At the time of the inspection, the headteacher was in her last term with the school. The governing body was in the process of appointing a new headteacher.

HOW GOOD THE SCHOOL IS

Brailes offers its pupils a sound education. By the end of Year 6, standards are above average in English, mathematics, science, music and physical education (PE) but below average in information and communication technology (ICT). Pupils' attitudes and behaviour are very good. The quality of teaching is sound overall but is better in Years 3 to 6, where it is good and helps the pupils to achieve well. The school is soundly led and managed. Taking all these factors into account, the school provides satisfactory value for money.

What the school does well

- By the end of Year 6 standards are above average in English, mathematics, science, music and PE.
- Achievement is good in Years 3 to 6 as a result of good teaching.
- Moral and social provision is very good, and as a result pupils display very good attitudes and behaviour.
- The school provides a very good range of extra-curricular activities.
- Attendance is good.

What could be improved

- The development and monitoring of teaching in order to improve the consistency of good teaching throughout the school.
- Standards in ICT and the use of ICT to support teaching and learning in other subjects.
- Consistency in homework arrangements.
- The partnership with parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvements since the last inspection in 1997. School aims have been effectively revised so that more emphasis is placed on academic achievement. The school has developed schemes of work so that these reflect National Curriculum requirements and help to ensure that pupils build on existing learning as they move through the school. The behaviour policy has been revised and this is effective in promoting very positive attitudes and very good behaviour. The governing body has established systems for evaluating the curriculum. The school has only been partially

successful in reviewing teaching in order to ensure consistent practice throughout the school. National Curriculum test results at Year 2 were high last year but this was a high-attaining year group. Year 6 results continue to be above the national average and have improved in line with the national trend. The quality of teaching and learning is similar to that found in the last inspection.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	A	A
Mathematics	B	A	B	C
Science	A	B	B	C

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

In the 2001 National Curriculum tests for Year 2, results were well above average in reading, writing and mathematics. These results were high and placed the school in the top five per cent of schools in the nation. This was a particularly high-attaining year. Results do fluctuate due to considerable differences in the composition of the year group. In the current Year 2, standards are average overall and pupils, including those with special educational needs, are achieving satisfactorily. Standards are average in speaking and listening, reading, writing, mathematics and science. In the current Year 6, standards are above average overall, and most pupils, including those with special educational needs, are achieving well. Standards are above average in English, mathematics and science. Teaching is good in Years 3 to 6 and satisfactory in Years 1 and 2. This variation in teaching contributes to the difference in achievement between Years 2 and 6. The school has set appropriately challenging targets for Year 6 in English and mathematics and is likely to meet these.

Standards in ICT are below average by the end of Year 2 and Year 6. Pupils are not achieving as well as they should in this subject due to insufficient opportunities to develop a full range of skills. Also, ICT is not sufficiently used to support teaching and learning in other subjects. Standards in physical education (PE) and music are above average by the end of Year 6 and pupils are achieving well. Good teaching and learning opportunities contribute to these standards. It was not possible to make a judgement about standards in music or PE in Year 2. By the end of Years 2 and 6, standards are average in art and design, design and technology (DT), geography and history. Achievement is satisfactory in these subjects. In religious education (RE), pupils reach standards set out in the locally agreed syllabus by the end of Years 2 and 6.

In reception, children are on course to meet the Early Learning Goals in all areas of learning and some are likely to exceed them in the areas of reading and writing. Achievement is satisfactory. Children with special educational needs are progressing well because of the good support they receive from the teacher and learning support assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show interest and enthusiasm for learning and school activities.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in assembly, in lessons and in the playground.
Personal development and	Good overall. Relationships within the school are very good. Personal

relationships	development is only satisfactory, as opportunities for pupils to take on additional responsibilities are limited.
Attendance	Good. Attendance is above the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall, but is better in Years 3 to 6, where it is good. Teaching ranges from satisfactory to good in reception, from unsatisfactory to good in Years 1 and 2 and from satisfactory to very good in Years 3 to 6. The good teaching in Years 3 to 6 leads to good learning and better achievement. The pace of lessons is quicker in Years 3 to 6 than in Years 1 and 2. Pupil management is more effective because teachers have a wider range of approaches. Expectations of what pupils can achieve and levels of challenge are higher.

In the best lessons, teachers' instructions and explanations are lively and informative. Skilful questioning challenges the pupils' thinking and checks their understanding. Tasks are well matched to the different levels of attainment within the class, and so all pupils are suitably challenged. Pupils make very good gains in the acquisition of knowledge and skills. Where teaching is less successful, pupils receive insufficient guidance and work is not well matched to different levels of attainment. Pupils, particularly the higher attainers, are not challenged enough. The pace of the lesson is slow and pupils make insufficient gains in their learning. Pupil management is not effective enough in maintaining all pupils' attention. The use of homework is unsatisfactory, and ICT is underused in supporting teaching and learning.

The teaching of English is good. It ranges from satisfactory to good in Years 1 and 2 but is better in Years 3 to 6, where it ranges from good to very good. Literacy skills are taught well. The teaching of mathematics teaching is satisfactory overall. It ranges from unsatisfactory to satisfactory in Years 1 and 2 and from satisfactory to very good in Years 3 and 6. Numeracy skills are taught satisfactorily.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A sound curriculum is provided for all age groups. It is enriched by a very good range of extra-curricular activities and visiting teachers.
Provision for pupils with special educational needs	Satisfactory. The school has improved assessment procedures and provision. Targets in individual educational plans are not always sufficiently focused.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for moral and social development is very good; that for spiritual and cultural development is good. Good opportunities provided for pupils to gain knowledge and understanding of traditional British and non-Western cultures.
How well the school cares for its pupils	Procedures for the health, safety and well-being of pupils are good. Assessment procedures are satisfactory.

The school's partnership with parents is satisfactory but there are strengths and weaknesses. Many parents provide support in lessons and the Friends of Brailes is an effective association in organising events and raising funds. The home-school partnership relating to homework is less effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher is a very good teacher and has created a supportive and positive climate for learning with staff. Monitoring and developing of teaching are not effective enough.
How well the governors fulfil their responsibilities	Satisfactorily. Statutory requirements are met. Governors have a sound understanding of the school's strengths but are less clear about weaknesses. They are appropriately involved in planning and decision-making.
The school's evaluation of its performance	Unsatisfactory. Procedures to monitor and develop teaching are not sufficiently effective to achieve consistently good teaching throughout the school. The school has not been effective enough in evaluating the views of parents.
The strategic use of resources	Satisfactory. Grants are used appropriately and the principles of best value are applied well.

The school has an appropriate level of teachers and support staff to meet the demands of the curriculum. The accommodation is sound overall. The grounds are attractive and spacious. Some of the classrooms are cramped and the hall is not suitable for PE. Learning resources are at least satisfactory in all subjects, with music resources being very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour is good. • Teaching is good. • The school is helping pupils to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework. • Information about their child's progress. • The school's approachability. • The school's working partnership with parent.

Parents' views of the school are unfavourable. Inspectors agreed that behaviour in the school is very good and that the school helps pupils to become mature and responsible very well. Teaching is good in Years 3 to 6 but satisfactory in reception and Years 1 and 2. The provision for homework is inconsistent and the inspection team agree with parents' concerns. The school provides opportunities each term for parents to discuss their child's progress with teachers, and annual reports to parents are good. A significant number of parents have concerns about the school's approachability and the working partnership with parents. The school has not taken effective steps to identify and address all of these concerns.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter reception, at the beginning of the school year before they are five, with a broad range of skills and experience. Attainment is average overall but there is some variation from year to year. Children follow a Foundation Stage curriculum that incorporates the six areas of learning and children work towards Early Learning Goals. Most children are on course to reach the Early Learning Goals by the end of reception in personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development and physical development. In communication, language and literacy, a significant minority are likely to exceed the goals for aspects of reading and writing. Achievement is satisfactory in all the areas of learning. Pupils with special educational needs achieve well because of the good support they receive.
2. In the 2001 National Curriculum tests for Year 2, the schools' results were well above the national average in reading, writing and mathematics. The results in reading and writing were very high and within the top five per cent of schools across the nation. The 2001 test results were the school's best ever and this was regarded by the school as a particularly high attaining year group. Test results in Year 2 have fluctuated during the past four years as the intake varies from year to year. Results were average overall in 1998, above average in 1999 and below average in 2000. In the current Year 2, standards are broadly average in speaking and listening, reading, writing and mathematics. Most pupils, including those with special educational needs, are achieving satisfactorily.
3. In the 2001 National Curriculum tests for Year 6 pupils, results were well above the national average in English and above average in mathematics. When compared with similar schools, these results were above average in English, and average in mathematics. English results have been consistently well above average during the last four years and were very high in 1999. In mathematics, results were well above average in 1998 and 2000 and above average in 1999. Results in English have been generally better than those in mathematics and science and this is because the school's priorities for development have focused on reading, writing and, more recently, spelling. In the current Year 6, standards are above average in speaking and listening, reading, writing and mathematics. Most pupils, including those with special educational needs, are achieving well. Teaching is good and sometimes very good in Years 3 to 6 and this is the main reason for the above average standards and the good achievement.
4. Pupils apply literacy skills well in other subjects such as history, geography and RE. For example, in a history lesson about the Incas, pupils in Year 5 and 6 wrote letters describing the coming of the Conquistadors. Pupils apply numeracy skills of measuring, graphing and interpreting data satisfactorily in subjects such as science and geography. For example, pupils gather data and produce pie charts of traffic surveys in Shipston.
5. In consultation with Warwickshire Local Education Authority, the school has set realistic and sufficiently challenging targets for English and mathematics. Teacher assessments and the findings of the inspection team indicate that the school is likely to achieve these.
6. In the 2001 Year 2 statutory teacher assessments in science, the school's performance was well above the national average. In the current Year 2, standards are average and pupils are achieving satisfactorily. In the National Curriculum tests for Year 6 in 2001, results were above the national average and were average when compared with similar schools. During the last four years results have been above average, except in 1999 when they were well above average. Standards in the current Year 6 are above average and pupils are achieving well.
7. Standards in ICT are below average by the end of Year 2 and Year 6 and pupils are not achieving as well in this subject as they should. This is because there are insufficient

opportunities for pupils to acquire a full range of skills and not all areas of the subject are taught in sufficient depth. Furthermore, ICT is not sufficiently used to enhance teaching and learning in other subjects.

8. Standards in art and design, DT, geography and history are average by the end of Year 2 and Year 6. Achievement in these subjects is satisfactory. In music, pupils attain above average standards by the end of Year 6 and achievement is good. This is due to good teaching and the good range of learning opportunities provided. Visiting teachers make a significant contribution to pupils' achievement in music. No judgement could be made about standards in music at the end of Year 2 as no music lessons were seen in this year group. In RE, standards in Year 2 and in Year 6 are in line with those set out in the locally agreed syllabus and achievement is satisfactory.
9. Standards in PE are above average by the end of Year 6. Pupils demonstrate above average skills in cricket and rounders that include throwing, catching, bowling, fielding and striking a ball. Pupils are achieving well in this subject due to some good and very good teaching. A very good range of extra curricular activities offered has a positive effect on standards. As no lessons were seen in Years 1 and 2, it is not possible to make a judgement about standards by the end of Year 2.
10. Children in reception with special educational needs make good progress due to the good support they receive from the teacher and learning support assistants. In Years 1 and 2, pupils with special educational needs make sound progress. In Years 3 to 6, where the teaching is better, special needs pupils make good progress.

Pupils' attitudes, values and personal development

11. Pupils are keen to attend the school and play a full part in its life, including the very good range of extra-curricular activities. They have a very good attitude to their work. Pupils are engaged and productive learners in an orderly and positive climate. They enjoy challenge and are keen to contribute and answer the teachers' questions.
12. The behaviour of the pupils, in class and around the school, is very good. The school has effectively reviewed its behaviour policy, and its consistent implementation by staff contributes to the very good behaviour. There is a calm, working atmosphere within the school. Courtesy, fairness and respect for others are promoted successfully by the teachers. Parents are happy with the attitudes and behaviour achieved by the school. Parents do not have concerns over bullying or oppressive behaviour. Only occasionally, in Year 2, does behaviour fall to unsatisfactory levels and this is when teaching is unsatisfactory; there are weaknesses in behaviour management and the work set is not sufficiently challenging. In the year prior to this inspection there were no exclusions, which is an improvement since the last inspection.
13. Relationships among pupils and between pupils and adults are very good. Pupils mix well, take turns, share resources and work co-operatively. They listen to each other and show respect for the views and contributions of others. In PE lessons, pupils work collaboratively and show very good sporting attitudes.
14. The personal development of the pupils is satisfactory. They respond well to the opportunities given to take responsibility, but the opportunities are limited. Older pupils help look after the younger ones and pupils in Years 4, 5 and 6 are encouraged to participate in the annual field trip. Pupils participate in local sporting and cultural events. The pupils' achievements and efforts are celebrated through assemblies. In the reception class pupils take responsibility for their own snacks and spills. Pupils initiate ideas to raise money for charities, such as Children in Need, Comic Relief and LEPRAs, but opportunities for pupils to be involved in the development of the school are limited.
15. The level of attendance and punctuality is good. Attendance in 2000/01 was 94.8 per cent and there were no unauthorised absences. This is above the national average. Most pupils are

punctual, although the school bus does sometimes arrive late. The good level of attendance and punctuality contributes to the pupils' attainment and achievement.

16. Compared with the previous inspection report, the level of attendance and the standard of behaviour have improved and the pupils' attitude to their work remains very positive.

HOW WELL ARE PUPILS TAUGHT?

17. During the inspection, 32 lessons or part lessons were seen. Of these four were very good, 14 good, 12 satisfactory and two unsatisfactory. Teaching is satisfactory overall but there are inconsistencies in teaching quality, particularly in Years 1 to 2. The quality of teaching in each year is similar to the findings of the last inspection.
18. On the whole, lessons are well planned and clear learning objectives are identified and shared with the class. Pupils are therefore clear about what they are to learn. However, this is not the case in all lessons and so pupils are not always sure about their learning. The management of pupils is good and very good relationships have been established between teachers and their pupils. This contributes to the very good attitudes and behaviour in almost all lessons. However, pupil management is better in Years 3 to 6 because teachers have a wider range of approaches to maintain pupils' attention. Learning support assistants are well deployed and contribute significantly to pupils' learning, particularly for those with special educational needs. Instructions, explanations and questioning are clear and pupils gain new knowledge but the pace of lessons is quicker in Years 3 to 6 than in Years 1 and 2. Expectations of what pupils can achieve and the levels of challenge are generally higher in Years 3 to 6.
19. Lesson observations and the study of pupils' work indicate that work is not always well matched to the differing abilities and needs of pupils in the class. While pupils with special educational needs are given support, not all pupils are appropriately challenged, particularly higher attainers. The marking of pupils' work is inconsistent. Most marking includes brief comments of praise and encouragement. However, marking rarely includes comments and guidance on how pupils can improve. Overall, the quality of marking is unsatisfactory. ICT is not sufficiently used to support teaching and learning across the curriculum.
20. The use of homework to reinforce and extend what is learned in school is inconsistent throughout the school. There is a policy for homework but it is not consistently implemented by all teachers and it has not been effectively articulated to parents. In the parental survey and the parents' meeting prior to the inspection a considerable number of parents expressed concerns about homework. Concerns include the irregular nature of homework, that it was not always appropriate to their child's ability, and irregular marking and follow up by teachers. Some parents did believe that homework requirements were well communicated through a homework book but this system is not implemented by all teachers. The inspection confirms that the provision for homework is inconsistent throughout the school and therefore it is unsatisfactory.
21. The quality of teaching in reception is at least satisfactory in all areas of learning. It is good in communication, language and literacy. Children with special educational needs are provided with good support by teachers and learning support assistants and, as a result, they make good progress.
22. In Years 1 and 2, the quality of teaching is satisfactory but varies from unsatisfactory to good. The satisfactory teaching results in satisfactory learning and achievement. Pupils with special educational needs make satisfactory progress. In Years 1 and 2, pupils are organised into single year groups for English and mathematics. This arrangement reduces the size and the ability range of the class.
23. In a good Year 1 English lesson, the teacher began by sharing a large book with the class. Through effective questioning she checked pupils' knowledge of the book's author, title and publisher. The teacher read the text with enthusiasm and expression. This inspired the class and held their attention. The pupils listened very well to the story and participated well when the

whole class were asked to read. Further effective questioning by the teacher encouraged the pupils to express their ideas about the story's characters and events. Pupils demonstrated confidence in talking about the story and expressed their views with increasing vocabulary. For the main part of the lesson, the class was organised into groups of similar ability. Reading and writing tasks were appropriately matched to the different abilities and this helped to ensure that all pupils were suitably challenged and they made good gains in their learning. The teacher gave effective support to pupils with special educational needs. Another teacher developed pupils' reading skills with a higher attaining group. A learning support assistant was effectively used with another reading group. The lesson was well structured and maintained a good pace. Pupils were productive. The end of the lesson was used well to celebrate and review learning.

24. Only in Years 1 and 2 does teaching occasionally fall to unsatisfactory levels and pupils make unsatisfactory gains in their learning. Unsatisfactory teaching was seen in a Year 2 mathematics lesson and in a Year 1 and 2 geography lesson. Where teaching is occasionally unsatisfactory, the lessons have the following characteristics:
- Pupils receive insufficient guidance and instructions and so are not clear what is expected of them.
 - Tasks set are not sufficiently demanding or challenging to maintain pupils' interest, particularly for the higher attainers. Expectations of what the pupils could achieve are too low.
 - There are weaknesses in the management of pupils and good work routines have not been established. This results in some pupils being slow to settle, 'calling out' and not listening carefully to the teacher.
 - The pace of the lesson is slow and so pupils are not sufficiently engaged or productive.
25. Where teaching is unsatisfactory, pupils make insufficient gains in their learning and attitudes and behaviour fall to satisfactory or unsatisfactory levels. In Years 1 and 2, the teaching of English and literacy skills is good.
26. The teaching of mathematics and numeracy skills is satisfactory. The teaching of DT is good and teaching in science is satisfactory. Only one geography lesson was seen and this was unsatisfactory. It is not possible to make judgements about the teaching of art and design, ICT, history, PE, music or RE as no lessons in Years 1 and 2 were seen during the inspection.
27. Teaching is good overall in Years 3 to 6. It ranges from satisfactory to very good. The better teaching in Years 3 to 6 leads to good learning and this contributes to pupils achieving better in Years 3 to 6 than those in Years 1 and 2. Furthermore, pupils' attitudes and behaviour in these year groups are never less than good due to consistently good pupil management.
28. In Years 3 to 6, teaching is good in English, science and PE. The teaching of mathematics and numeracy skills is satisfactory. Teaching in the one DT lesson seen was very good. One lesson was seen in RE and this was satisfactory. One geography lesson and one history lesson were seen and these were both good. It was not possible to make judgements about teaching in art and design and ICT because no lessons were seen during the inspection.
29. All the very good teaching seen during the inspection was in Years 3 to 6. Very good teaching was seen in English in a Year 5 and 6 class, in PE in a Year 5 and 6 class, in DT in Years 3 and 4 and in mathematics in Years 5 and 6. In these lessons pupils made very good gains in their learning.
30. In a very good Year 5 and 6 PE lesson, pupils were developing cricket skills. The teacher possessed a secure knowledge of the subject and how to teach the skills. The lesson was well planned, structured and organised, and so a good pace was maintained. Instructions were very clear and informative. The pupils were keen and listened and followed instructions very well. The teacher provided good demonstrations in fielding techniques, throwing and bowling. Very good questioning was used to check pupils' understanding. Working in pairs, pupils were given good opportunities to practise and hone skills and techniques. They showed good levels of

concentration and applied physical effort to their work. The good organisation and use of good quality equipment enhanced the lesson and a learning support assistant gave effective support to individuals. The teacher gave constructive feedback to individuals or to the class to help pupils improve. Pupils were very well managed in a calm and effective manner. Pupils displayed very good attitudes and behaved very well. During the lesson, pupils made very good gains in cricket skills.

31. Where teaching is very good, lessons have the following characteristics:

- They are very well planned and organised with clear learning objectives identified that are effectively shared with the class. Pupils are clear about their learning.
- Teachers' instructions, explanations and demonstrations are lively and informative. These inspire and motivate the pupils. They listen and respond very well and acquire new knowledge, understanding and skills.
- Skilful questioning challenges the pupils, checks their understanding and engages pupils of all abilities. Expectations and levels of challenge are high and pupils rise to these.
- Tasks set are well matched to pupils' differing abilities and so all pupils, including the higher attainers and those with special educational needs, are suitably challenged. Pupils apply concentration and effort to their work.
- The management of pupils is very good and very good work routines and relationships have been firmly established. Pupils display very positive attitudes and very good behaviour.
- Lessons are well structured and maintain a brisk pace. Learning time is maximised and pupils are highly productive.

32. Visiting special educational needs support teachers are effective in providing focused teaching for small groups of pupils, particularly in literacy. In lessons, pupils with special educational needs receive effective support from learning support assistants and this enables them to participate in the activities. Pupils' individual educational plans do not always contain sufficient and specific detail of the knowledge, understanding and skills to be taught or developed. For many activities learning support assistants are deployed to help pupils to work on the same activities as the whole class. Although this is appropriate on occasions, there are insufficient instances where activities are carefully planned to match the needs of individuals. Pupils with a Statement of Special Educational Needs are provided with activities that are well matched to their needs.

33. Visiting teachers providing instrumental tuition, and those from the inter-cultural support service enhance the teaching and learning opportunities offered to pupils at Brailes. During the inspection, visiting teachers contributed well to the teaching of Indian cooking, dance, recorders and steel pans.

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

34. The Foundation Stage curriculum for children in reception is satisfactory and is based appropriately on the specified areas of learning for children of this age. It is carefully planned and this ensures that the youngest children in school have access to a range of suitable and stimulating experiences. Children are reasonably well prepared for their National Curriculum studies.

35. The curriculum for pupils between Years 1 and 6 is satisfactory. It is broadly based and relevant but there is a weakness in the balance of the curriculum. All National Curriculum subjects plus RE are taught, but ICT is not given enough attention. The school also offers French for pupils in Years 3 to 6, although no French lessons were seen during the inspection. Statutory requirements for all National Curriculum subjects, collective worship and the requirements of Warwickshire's Agreed Syllabus for RE are met.

36. Curricular planning for English and mathematics is appropriately based on the National Literacy and Numeracy Strategies. Planning in most other subjects is based on the national schemes published by the Qualifications and Curriculum Authority (QCA). This planning provides a

consistent framework within which teachers can plan their lessons. It also helps to ensure that pupils learn in a steady and systematic way as they move through the school. However, ICT planning is not fully implemented and not all areas of the subject are taught in sufficient depth, and this has an adverse effect on standards in the subject. As classes have pupils from two year groups, they follow a two-year cycle of topics for most subjects. These arrangements are appropriate and the regular review of planning helps to avoid omissions or undue repetition of subject matter. The school has implemented the National Literacy Strategy well. As a consequence, strategies for the teaching of literacy skills are good. Strategies for the teaching of numeracy skills are satisfactory overall. They are good in Years 3 to 6 and satisfactory in Years 1 and 2.

37. The school offers a very good range of extra-curricular activities, which enrich the pupils' learning opportunities and contribute well to their social and cultural development. These include athletics, cricket, cooking, computers, basketball, drama, football, orchestra and recorders.
38. The provision for pupils with special educational needs is satisfactory overall. Provision is good in reception as children receive good support from the teacher and learning support assistants. Support is sound further up the school. Pupils are organised in a variety of ways to assist their learning, including support in the classroom and group or individual teaching. These organisational arrangements are appropriate to promote learning. Individual educational plans are drawn up for pupils with special educational needs. However, the learning targets in these are not always specific enough. As a consequence, they are not always effective in guiding teaching and learning or assessing each pupil's progress. Provision for pupils with a Statement of Special Educational Needs is good.
39. The school's strategies for promoting equal opportunities are satisfactory. Through sound planning and support, all pupils have access to the curriculum and a full range of learning opportunities. However, work in lessons is not always sufficiently matched to the different abilities within a class, and this is particularly the case for higher attaining pupils.
40. Provision for pupils' personal, social and health education is sound and is at an early stage of development. The school is successful in developing pupils' confidence and self esteem. Health and safety issues are promoted well, particularly in PE and cooking. Appropriate attention is given to sex education and drug education. Very good relationships and respect for the differences between pupils and cultures are promoted well by all the staff throughout the curriculum.
41. The contribution of the community to pupils' learning is good. The school has sound links with the church. There are good links with the village playgroup - 'Ready Teddy Go' - and this helps to ensure that children settle well as they move from the playgroup into reception. There are appropriate arrangements to assist pupils' transfer from Brailes to secondary schools.
42. Provision for pupils' personal development, including spiritual, moral, social and cultural education, is good overall. Provision for the moral and social development of pupils is very good and this is a clear strength of the school, which contributes to very good attitudes, relationships and behaviour. Provision for their spiritual and cultural development is good.
43. This represents a marked improvement since the last inspection, which reported that the school's provision for spiritual, moral, social and cultural development was satisfactory, with social and cultural being stronger.
44. Provision for pupils' spiritual development is good. The school successfully encourages the development of Christian principles and has built a school ethos that promotes tolerance and respect for others as well as respect for oneself. Pupils are encouraged to develop their own values and beliefs and are taught to be aware of other people's feelings. An example of this was observed in a Year 3 and 4 lesson in personal, social and health education in which pupils were encouraged by the class teacher to discuss openly their feelings about behaviour in the school. All members of the class listened in a sympathetic and serious manner as each pupil in turn let

their feelings be known about their own conduct and the behaviour of others. Even pupils who found difficulty articulating their thoughts were listened to respectfully. There are opportunities for prayer and the consideration of self-improvement in assemblies.

45. Provision for moral development is very good, supported by the school's caring and positive ethos, which embraces Christian values. The school promotes a clear moral code as a basis for good behaviour and pupils are expected to conduct themselves accordingly and be tolerant of others. This was evident in the conduct of most pupils throughout the inspection. Pupils are courteous and respectful and clearly understand the impact of their own conduct on others. Overall standards of behaviour throughout the school are very good Pupils are effectively taught the differences between right and wrong and to take responsibility for their own actions.
46. The provision for pupils' social development is very good. The school fosters a strong sense of community in which pupils feel valued, and this enables the development of personal qualities such as thoughtfulness, interdependence and respect for differences. Opportunities are provided for pupils to work together in, for example, whole school productions such as 'Joseph and the Amazing Technicolour Dreamcoat' and pupils are also encouraged to co-operate with each other in lessons. Pupils are given only limited opportunities to develop their independence or to exercise responsibility. There is presently no school council and therefore no recognised provision for pupils to have a voice in school matters.
47. Cultural provision is good. Pupils are given good opportunities to explore both their own and other cultures and have access to a wide variety of extra-curricular activities, including learning the recorder and guitar and developing skills in football, cricket and netball. The school has a well-attended choir and orchestra. Furthermore, there are regular opportunities for pupils to join in musical and dramatic productions. Pupils performed at a recent multicultural festival at Stratford Civic Centre and, during the inspection, older pupils were rehearsing for a forthcoming production of 'A Midsummer Night's Dream'. In addition, there are regular opportunities for pupils to take part in educational visits and extend their knowledge of their own and other cultures. Year 5 and Year 6 pupils had, for example, visited a suburb of Bristol and compared living there with life in the village of Brailes. The provision for raising pupils' awareness of multi-cultural diversity is good and the school is visited on a regular basis by the local inter-cultural support service. During the inspection visiting members of this service provided good opportunities for pupils to compare living in India with life in Brailes. Pupils made samosas, danced to Indian music and designed Indian patterns.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The steps taken to ensure the pupils' welfare, health and safety are good. The teachers know their pupils well, recognise their social needs and give them good support and guidance. Pupils see the school as a safe and secure place in which to learn. The school has a clear health and safety policy. Termly inspections of the buildings and grounds are carried out. Any concerns identified are reported to the governing body and effective action is taken. Health and safety issues are addressed well in the school. For example, when pupils are cooking, safety precautions are emphasised very well to pupils. The school has a health and safety week, where the police and the fire brigade speak to the pupils about safety matters. Parents have been consulted about the provision of 'healthy tuck' and, from June, the reception and Years 1 and 2 classes will receive free fruit at break time. Fire drills are held twice a term. However, fire bells are rung manually and this is inadequate to ensure safety in the event of a fire.
49. The school has an appropriate child protection policy, which is based on the local education authority's guidelines. All teaching staff have received training and the headteacher is responsible for its implementation. However, not all the non-teaching staff have received training in child protection.
50. The school's procedures for monitoring and supporting the pupils' personal development are good. The pupils' personal development is monitored by their class teachers. Informal records are kept. The ongoing dialogue between teachers, parents and pupils gives staff a good

knowledge of each child. The pupils' annual reports tell parents about their child's personal, social and emotional developments.

51. The school's procedures for monitoring and improving attendance are good. The bursar and the headteacher monitor attendance. Any patterns of absence are identified and pursued. The educational social worker visits yearly, or more frequently if necessary. If a pupil is absent without any known reason, the bursar telephones the parents on the first day of absence. The registers are marked regularly but greater care is required to ensure that all pupils are always marked present or absent. In the previous inspection report, registration after afternoon swimming was unsatisfactory. Registration now takes place before swimming. The school emphasises to parents the importance of good attendance and gives class and individual awards for good attendance.
52. The schools' procedures for monitoring and promoting good behaviour are good, and for eliminating oppressive behaviour they are very good. There is a discipline and behaviour policy, which contains a suitable range of rewards and sanctions to encourage good behaviour. The policy was reviewed, clarified and strengthened in 2000/01, in response to a key issue identified at the time of the previous inspection. The sanctions for misbehaviour include warnings and yellow or red cards. This system is well understood by pupils and parents. If a class receives no yellow cards for a week they get a small individual prize. If there are no yellow cards for the whole school in a week, extra playtime is given on a Friday. Incidents of bullying are infrequent. When they do occur they are dealt with speedily and, where necessary, the parents are involved.
53. Since the last inspection, the good procedures for the health, safety and welfare of pupils have been maintained and there have been improvements in those for promoting good behaviour.
54. The procedures for assessing pupils' attainment and progress are satisfactory. Statutory assessment requirements are fully met and the school uses an appropriate range of tests to assess pupils' performance in reading, spelling and mathematics. Since the last inspection, the school has implemented the National Literacy and Numeracy Strategies for English and mathematics. National schemes published by the Qualifications and Curriculum Authority for the other National Curriculum subjects have also been implemented. Teachers use the standards within these schemes to monitor pupils' attainment. All classes have assessment files and assessment records have been produced to track pupils' attainment in most subjects. A start has been made in using these tracking sheets but they are not yet sufficiently well established to provide adequate information about the standards achieved during each school year. The school has not yet implemented an assessment system for ICT, and assessment is not fully established in history.
55. The use of assessment information to guide curricular planning is satisfactory overall. All children are assessed as they enter the Foundation Stage and staff use the outcomes well to plan learning experiences to meet the needs of the children. The results are also used at the end of the reception year to measure the progress pupils have made. Higher attaining pupils in the school have been identified and, in Year 6, they benefit from extension activities during lessons and from the opportunity to work with other similar pupils at Tredington School to develop their thinking skills. The results of National Curriculum tests at the end of Year 2 and Year 6 are analysed to identify the strengths and weaknesses in pupils' learning. Some changes are then made to the teaching to address the areas needing more attention. Staff evaluate their teaching and pupils' learning on a weekly basis. However, this information is not consistently well used to ensure that all pupils are given work that is well matched to their attainment. As a consequence, not all pupils are appropriately challenged. There are some inconsistencies in the use of assessment information to guide future planning and teaching in English, mathematics and science. Similar judgements were made in the previous inspection.
56. The school uses performance data provided by the local education authority to analyse pupils' attainment in English, mathematics and science and to make comparisons with other schools, both nationally and locally. This information is used to help identify priority areas for

development. The relative attainment and progress of different groups of pupils, such as higher attainers and those with special educational needs, are not yet analysed so that outcomes can be used to inform teaching.

57. The procedures to identify and assess pupils with special educational needs have improved recently and pupils' needs are assessed as soon as concerns are raised. However, targets in pupils' individual educational plan are not always sufficiently focused to guide teaching and learning or to assess pupils' progress towards them. They do not always specify what pupils are expected to know, understand and do within a clear time frame.
58. The school has recognised the need to review its marking policy and to develop pupils' involvement in assessing their own progress and setting themselves targets. This is reflected in the development plan for 2001/2002. To support this, the assessment co-ordinator is taking part in a local education authority project and materials for self-assessment are to be piloted in the school. At present, there is a lack of diagnostic marking in pupils' books offering guidance on how they might improve their work and what they need to learn next. There has been satisfactory improvement in assessment since the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The findings of the parental questionnaire and the parents' meeting prior to the inspection indicate that a significant number of parents have concerns about the school in a number of areas. Fifty per cent of parents returned questionnaires and 25 parents and carers attended the parents' meeting. A significant number of parents are concerned about homework arrangements. There are also concerns about the school's approachability, the way it works with parents and the information provided on how well their children are getting on. The parents' views of the school are unfavourable.
60. The quality of information provided to parents is satisfactory. The pupils' annual reports tell parents what their child knows, understands and can do and sets some targets for improvement. These are good and the quality of annual reports to parents has improved since the last inspection. Parents are always welcome to speak with the teachers and there are two formal opportunities a year for parents to discuss their child's progress with the class teacher. Information evenings are held for parents on curriculum matters, like literacy, numeracy and science, but these are not always well attended. There is an induction talk and a tour of the school for parents of children who are about to enter reception. Parents of Year 5 pupils are invited to discuss the choices for their child's secondary education. Half termly 'sharing assemblies' are held, which give parents an opportunity to see the work their children have been doing. Fortnightly newsletters are sent out and use is made of the school notice board to inform parents of school events. Some parents would have liked more information about the progress of the appointment of a new headteacher for the autumn term. A significant minority of parents expressed views that their concerns were not satisfactorily addressed. The school acknowledges that communication could have been more effective in such cases.
61. The school's links with its parents are satisfactory and their involvement has a sound impact on the work of the school. The contribution of parents to children's learning, at school and at home, is good. The Friends of Brailes organises a range of fund-raising events, including fetes, concerts, dances, a quiz and a bonfire night. The money raised is used to provide additional resources for the school. Parents are encouraged to help in school and about ten per week, including grandparents, take up this opportunity. They hear readers, help in class, accompany trips, help with after-school clubs and the cookery club. Parents collect vouchers to obtain extra resources for the school. The school has sought parents' views about swimming and tuck, but has not been effective in seeking parents' views on a wider range of school issues. The school has a homework policy but the provision of homework and its marking are inconsistent across the school. The inspection team agree with the parents' concerns expressed about homework. Inconsistency in homework provision was identified during the last inspection report and this has not been effectively addressed. In the last inspection report it stated that parents provide valuable help in school, and that is still the case.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The headteacher is a very good teacher and provides sound educational direction for the school. The staff work together within a supportive climate. The deputy headteacher retired last summer and has not been replaced. A senior teacher post has been created internally. The senior teacher provides sound support to the headteacher.
63. The school has a clear statement of aims, which appropriately covers pupils' intellectual and social development. It also includes the application of skills, the fulfilment of every child's potential and the school's commitment to partnerships and to using expertise and resources effectively. These aims are an improvement since the last inspection as they place more emphasis on pupils' academic achievement. The school's aims and values are reflected soundly in the day-to-day life of the school. The headteacher and staff have created a positive climate for pupils to learn. The school has used the community and visiting teachers effectively to support its aims.
64. As with many primary schools of this size, subject responsibilities have to be delegated to a small number of teachers. With a newly qualified teacher and temporary part-time positions in the school there are only a few teachers who can take on subject responsibilities. The majority of subject responsibilities, including the areas of assessment and special educational needs, fall to three teachers, with the headteacher currently co-ordinating seven areas. This high workload does reduce her effectiveness in leading, developing and monitoring all subjects and areas. For example, this workload has impeded the development of ICT and this has had an adverse effect on standards in this subject.
65. The headteacher has recently begun to act as special educational needs co-ordinator and is ably supported by the staff, especially those teachers and learning support assistants with specific responsibilities for supporting pupils with special educational needs. She has made positive changes to both initial assessment and overall provision and has identified specific areas for development, such as the need to improve targets set in individual education plans. Pupils are now assessed on entry and the school has implemented changes brought about by the recently revised Code of Practice.
66. Procedures for the monitoring, evaluation and development of teaching are not sufficiently systematic or rigorous to achieve consistently good teaching throughout the school, particularly in Years 1 and 2. The inconsistencies in teaching are a major reason for the variation in achievement between Year 2 and Year 6. The school has a teaching and learning policy. While this sets out appropriate aims and objectives and provides useful information, it does not include criteria for effective teaching and learning. This limits the policy's contribution to effective monitoring and evaluation of practice and to challenging underperformance. Newly qualified teachers are given support and are mentored by an experienced teacher. However, there are insufficient opportunities for new teachers to observe good practice. There are appropriate procedures in place for performance management, but much of this has focused on curriculum development and job descriptions. Less emphasis has been placed on the development of teaching. Induction procedures for new teachers are not effective enough and are therefore unsatisfactory.
67. The governing body fulfils its statutory responsibilities. Governors have a sound knowledge and understanding of the school's strengths but are less clear about the school's weaknesses, particularly in teaching, learning and relationships with parents. This restricts their ability to contribute to the shaping of the school's future direction. This area of governors' work is unsatisfactory. The headteacher and governing body have not been effective enough in evaluating the levels of satisfaction of parents and carers and taking effective action to address concerns or unmet needs. As a consequence, a significant number of parents have concerns about homework, the school's approachability and the way the school works with them. Governors are involved in the monitoring and improvement of premises and some support in the classroom or with extra-curricular activities. Governors are kept well informed of National

Curriculum test results and curriculum developments. Improved systems have been implemented so that governors can evaluate the quality of curriculum provision.

68. The school has an appropriate range of teaching and support staff in order to meet the demands of the curriculum. Some teachers are on temporary contracts and, as a result, subject responsibilities fall to a few teachers. Visiting teachers are used well to enrich pupils' learning opportunities.
69. The accommodation and premises are satisfactory overall, with clear strengths and weaknesses. The school site is spacious and attractive, with trees, grassed areas and gardens. The field provides ample playing space for pupils but the asphalt play area at the rear of the building is limited when the field is unusable due to wet weather. Parents have contributed to the gardens and to a new outdoor play area for the reception children. The new play area is a significant improvement since the last inspection but storage facilities for outdoor play equipment are still limited. The school is a relatively modern building with an open plan design. Some classrooms are cramped and can be noisy when there are musical activities or PE taking place in the hall. The main hall is inadequate for indoor games and large apparatus gymnastics. Despite these shortcomings, the staff have created a secure and positive learning environment for the pupils. Educational standards are not adversely affected by any limitations in the accommodation.
70. Learning resources are satisfactory overall. In all areas of the curriculum they are at least sufficient in quantity and of suitable quality to meet the demands of the curriculum. Learning resources are good in PE and very good in music. The school has recently coded and reorganised library books so that it is easier to match them to pupils' reading standards. The computers in the Year 1 and 2 area are old and in need of updating.
71. School improvement planning is sound and covers 2001 to 2003. The plan identifies a range of appropriate priorities for development including ICT, spelling, assessment, and special educational needs. Each area of the plan identifies the objectives, action to be taken, staff responsibilities, costing, monitoring procedures and criteria to measure the success. Plans do not always indicate when they will be implemented by. Teachers and governors are appropriately involved in the planning process.
72. Sound financial planning supports educational priorities. Specific grants for purposes such as staff training and special educational needs are used satisfactorily. The headteacher works closely with the bursar on financial management and receives good support from the local educational authority. The school uses ICT facilities appropriately for financial planning and management but ICT is not used sufficiently by teachers in order to improve their efficiency and to aid teaching. The day-to-day management of finances is good. The school applies the principles of best value well by seeking advice and quotes before deciding on purchases. Standards by the end of Year 6 are above average in English, mathematics and science. Curricular provision, teaching, leadership and management are sound overall rather than good. Taking these factors into account, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the school further, the headteacher, staff and governors should:

(1) Improve the development and monitoring of teaching in order to improve the consistency of good teaching throughout the school by:

- ensuring that all teachers set clear learning objectives for all lessons
- agreeing clear criteria and guidance for successful teaching
- using these criteria and guidance to monitor and evaluate performance
- providing opportunities for teachers to observe best practice
- *using assessment information to plan the next stages of pupils' learning and so ensure that work is carefully matched to the different attainment levels within a class
- *agreeing a clear policy for marking which is consistently implemented by all teachers, so that regular marking recognises strengths in pupils' work and provides guidance for improvements.

(Paragraphs: 18, 19, 23, 24, 31, 54, 55, 66, 104, 110, 117, 133 and 139.)

(2) Raise standards in ICT and the use of ICT to support learning in other subjects by:

- *completing the planned staff training in ICT
- *improving the range of software so that all areas of can be taught effectively
- providing more opportunities for teaching ICT skills
- implementing an effective system for assessing and recording pupils' attainment
- using ICT more effectively to support teaching and learning across the curriculum.

(Paragraphs: 7, 36, 80, 84, 99, 111, 117, 123, 128, 132, 137, 141, 142, 143, 145, 151,153 and 158.)

(3) Improve arrangements for homework by:

- consulting parents about homework expectations and requirements
- agreeing a clear policy for homework throughout the school
- communicating homework policy and arrangements effectively so that they are known and understood by pupils, parents and staff
- monitoring and reviewing the effectiveness of homework

(Paragraphs: 20, 59, 61 and 67.)

(4) Improve the partnership with parents by:

- seeking the views of parents and listening to concerns and unmet needs
- taking effective action to address concerns.

(Paragraphs: 59, 60 and 67.)

* The school has identified these areas for improvement in the school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	14	12	2	0	0
Percentage	0	12	44	38	6	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	95
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	23

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	4

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.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	-	-	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	93 (73)	93 (91)	93 (82)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	93 (91)	93 (82)	93 (91)
	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	-	-	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	6	6	6
Percentage of pupils at NC level 4 or above	School	-	-	-
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	5	4	5
Percentage of pupils at NC level 4 or above	School	-	-	-
	National	72 (70)	74 (72)	82 (79)

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

NB: Information on the performance of boys and girls has been omitted from both tables because the small size of the year group prevents a reliable statistical analysis of results.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	95
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	4.87
Number of pupils per qualified teacher	19.5
Average class size	23.75

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	108

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	2.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2001
	£
Total income	262,313
Total expenditure	260,591
Expenditure per pupil	2,714
Balance brought forward from previous year	10,044
Balance carried forward to next year	11,766

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	95
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	40	7	7	0
My child is making good progress in school.	35	47	12	0	2
Behaviour in the school is good.	30	60	5	0	2
My child gets the right amount of work to do at home.	7	51	28	14	0
The teaching is good.	37	53	7	2	0
I am kept well informed about how my child is getting on.	23	49	26	2	0
I would feel comfortable about approaching the school with questions or a problem.	51	21	21	7	0
The school expects my child to work hard and achieve his or her best.	33	53	14	0	0
The school works closely with parents.	19	53	21	7	0
The school is well led and managed.	19	53	14	5	9
The school is helping my child become mature and responsible.	30	60	2	5	2
The school provides an interesting range of activities outside lessons.	33	56	7	5	0

Other issues raised by parents

Parents were concerned as a new headteacher had not been appointed for September.

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

73. Children enter the Foundation Stage at the beginning of the school year in which their fifth birthday falls. Children enter reception with a broad range of skills and experience. Overall, attainment on entry is average, but varies from one year to another.
74. Overall, the provision made for the Foundation Stage is satisfactory and gives children a secure start to their school life. Teaching is never less than satisfactory in all areas of learning. In communication, language and literacy it is good. Staff know the children well and have a good understanding of their learning needs. As a result, the majority of children achieve appropriately and are on course to meet the expected targets (Early Learning Goals) by the end of the reception year in all six areas of learning in the Foundation Stage curriculum. In communication, language and literacy, a significant minority are likely to exceed the goals for the aspects of reading and writing. Children with special educational needs are identified early and are well supported so that they make good progress.
75. Curricular planning is sound, and so all areas of the Foundation Stage curriculum are given appropriate attention. Children are well prepared for the requirements of the Literacy and Numeracy Strategies when they move into Year 1. Learning resources are adequate overall and the school has worked hard to develop the outdoor play area, which is now satisfactory. However, further improvement is needed as some outdoor play equipment is in need of replacement and the storage of this equipment is limited. Assessment procedures are thorough when children enter the school and staff continue to track children's progress through the year. Good use is made of day-to-day assessments to inform the next steps in children's learning.

Personal, social and emotional development

76. Staff provide a calm and well organised environment, with activities carefully prepared so that children show confidence and settle quickly to their tasks. Adults are caring and sensitive to the children's needs and relationships are positive so that children feel able to seek help and support as they need it. Children maintain attention and sit quietly when required; for example, when listening to stories. They work as part of a group, taking turns and sharing equipment. For example, with adult support, small groups successfully prepared tropical fruit salad for sharing with another class. In this activity, children were intrigued by unfamiliar fruits and excited by what was revealed when they were cut through. Good use is made of visitors to enrich the learning opportunities. For example, visitors with expertise in Indian culture have helped children to develop an awareness of different cultures and beliefs. When given the opportunity, children initiate and develop their own ideas. However, in the lessons observed, too many activities were heavily adult-led and this limits the children's opportunities to make choices and respond to self-chosen challenges. Routines are well established so that, at 'milk and tuck' time, for example, children clearly understand what is expected of them, taking responsibility for their own drinks and clearing up any spills independently. They behave very well in class and around the school.

Communication, language and literacy

77. Staff develop children's speaking and listening skills through an appropriate range of practical activities. They talk to the children about the activities, extending the children's vocabulary and encouraging them to join in. For example, when preparing a fruit salad, they described the appearance and feel of the different fruits. In their play, higher attaining children used talk to share their ideas and negotiated what they needed to do next when using large wooden bricks to create a 'doghouse'. Very good adult support encouraged lower attaining children to plan their 'beanstalk' paintings. As a result, afterwards, they described clearly what they had done using simple sentences and phrases. However, some opportunities are missed to ensure that all children make contributions and develop their skills. For example, when listening to and discussing the story of 'Jasper's Beanstalk', insufficient use was made of the adults available to

engage all the children in the discussion. Staff explain and demonstrate tasks very clearly so that children listen well, in both large and small groups.

78. A book borrowing system is well established and parents are encouraged to share reading books with their children. Children also read regularly at school. As a result, most children have a positive attitude to reading. Reading activities are well matched to the children's different learning needs so that they make good progress in these lessons. For example, in one lesson, a suitably challenging task and good teacher support helped higher attaining children to use their reading skills to fill in missing words successfully in an extract from the text. They used the pictures, the sense of the passage and their knowledge of initial letter sounds to help them. The group worked hard with sustained concentration throughout the activity. Average attaining children are building up an appropriate sight vocabulary, successfully recognising and matching individual words on word cards. They recall the main characters and events from stories and make good attempts to predict what might happen next.
79. Children tackle a suitable range of writing tasks. They write their own news and stories and good links are made with other areas of learning; for example, when they write prayers to go on their prayer flags. In one lesson, the class were pleased to receive a letter from 'Jasper' about what might be at the top of his beanstalk. As a result, higher attaining children willingly attempted to write replies, offering interesting ideas. They used word banks to help them and made phonetically plausible attempts to spell less familiar words. Most of their letters were correctly formed, although they sometimes confused upper and lower case letters. Lower attaining children use some individual letters to represent words and sentences. Their letters are usually recognisable but not all are correctly written. Children with special educational needs struggle to form letters properly but are well supported and make good progress. During the inspection, few opportunities were seen for children to choose writing activities and initiate their own writing, although materials were provided in the 'Garden Centre' role-play area.
80. No evidence was seen during the inspection of ICT being used to support learning in this area and so opportunities are missed.

Mathematical development

81. Children experience an appropriate range of relevant mathematical activities including number work and counting, shapes, and learning the days of the week. There is a suitable range of mathematical equipment for counting and sorting. Number friezes are displayed for the children to refer to and use in counting activities. Lessons are carefully planned so that children build on their previous knowledge and understanding. In one lesson, good use was made of a cuddly toy, 'Alfie the Alligator', to help children count around the circle so that the majority counted confidently and accurately. Most children understand 'more than' and 'less than' and are beginning to use the 'counting on' strategy correctly; for example, to work out how many more must be added to three to make five. Appropriate use is made of counting apparatus, such as toy fruit, to make the number work relevant and meaningful to the children. Suitable links are made with other areas of learning; for example, when the use of the story 'Jasper's Beanstalk' in a literacy lesson reinforced children's knowledge of the days of the week. Children use computer programs to practise their counting skills and to consolidate their understanding of direction.

Knowledge and understanding of the world

82. Children learn about the world about them through a range of suitable themes and through good use of the outdoor play area. For example, when learning about the growth of plants, they plant a variety of seeds, observe how the plants grow and name the main parts. Higher attaining children identify a variety of plants such as radishes, broad beans and potatoes and know that plants need water, soil and sun to make them grow and that some need sticks to support them. Children use observing, smelling and touching when exploring the different features of fruits. Good links are made with the development of speaking and listening skills when children are encouraged to describe their experiences. For example, observational drawings of bean plants

increase pencil control and awareness of shape, texture and colour. Activities are less successful when the resources, such as the sand and water play equipment, do not excite the children or motivate them to investigate further.

83. Children learn about other beliefs and cultures, such as Sikhism, by hearing stories about the significant people and events related to them and looking at their important objects, signs and symbols.
84. In the main, ICT is not sufficiently used to support teaching and learning in the Foundation Stage curriculum.

Physical development

85. Children benefit from a spacious and secure outdoor play area that is directly accessible from the classroom. This has the potential to support the development of children's physical skills very effectively but to do so it requires further improvement. An attractive low level balancing trail has been installed, but as yet there is no climbing equipment and safety surface. A few wheeled toys for riding are available but these also need extending and refreshing so that children have greater opportunity to learn to move with control, co-ordination, confidence and imagination.
86. Children use the hall for physical education and dance but it was not possible to observe any lessons during the inspection.
87. Children' manipulative skills are appropriately developed through the use of pencils, pens, brushes and a range of tools which they generally handle correctly. When cutting up apples and mangoes for fruit salad, all children handled knives sensibly and most successfully cut the fruit into small pieces. They handle very small items such as seeds with care and control. Children also have access to a variety of large and small construction toys to support the development of their skills in this area.

Creative development

88. The work observed during the inspection shows that children experience a suitable variety of art and craft activities. They use beads, pipe-cleaners and various papers and fabrics to create colourful collages; for example, to illustrate the story of 'Jack and the Beanstalk'. The involvement of visitors helps them create good quality work such as Indian patterns on fabric, using paint and sequins, and large three-dimensional models made from rope and fabrics. However, little evidence was seen during the inspection of children exploring colour, mixing paints and selecting from a variety of brushes and tools to create different effects. Good links are made with other areas of learning such as knowledge and understanding of the world when children make careful observational drawings of plants and use a computer program to 'paint' pictures of flowers.
89. Imaginative play is adequately promoted through role-play and the use of the outdoor play area. For example, a set of new large wooden bricks encourages children to create different settings such as a castle and a 'doghouse'. In the 'Garden Centre', they take on the roles of customer and sales assistant. They talk about what is for sale and how to look after the shop. They use a catalogue to select what they want to order and fill in order forms. However, the small space and the limited range of stimulating resources limit the effectiveness of this area in promoting children's imaginative play. Construction sets are also available to help children play imaginatively and begin to make up their own stories. These activities also contribute to the development of children's speaking and listening skills.
90. Children are keen to join in familiar songs and rhymes. They know the words by heart and successfully match their actions to the songs. They listen carefully to the different sounds that can be made on a drum and are keen to have a go and move to the rhythms.

91. The class teacher has full time support from teaching assistants so that the children benefit from working in smaller groups with an appropriate level of adult help. She liaises closely with these support staff who have attended induction training for teaching assistants. However, although they are clear about their roles, the quality of the support they offer the children is variable. Where it is most effective, teaching assistants are fully involved in all activities, and know how to question and talk with children so as to extend their thinking, knowledge and skills.
92. Comprehensive induction procedures are in place for new entrants to the school and there are good links with the local pre-school teachers, who visit the school termly. An open evening is held for 'new' parents and home visits are arranged. Children visit the school during the summer term and are sensitively introduced to full time schooling during their first four weeks on roll, in order to ensure a secure and happy start in the Foundation Stage.
93. Leadership and management of the Foundation Stage are satisfactory. The co-ordinator has a clear view of how aspects of the Foundation Stage should be further developed and has created an action plan for the implementation of these developments. The Foundation Stage has been well supported by the parents' fund raising.
94. Standards are similar to those reported during the last inspection. The new Foundation Stage curriculum has been implemented and an Early Years policy written to reflect this. A secure outdoor play area has been established and a good start made on equipping this to meet the developmental needs of the children. This was not in place at the time of the last inspection. Overall, this represents satisfactory improvement since the last inspection.

ENGLISH

95. Standards in the current Year 2 are broadly average in all areas of English and most pupils, including those with special educational needs, are achieving satisfactorily. Standards in the current Year 6 are above average in all areas of English and most pupils are achieving well. The quality of teaching is better in Years 3 to 6 than it is in Years 1 to 2. This is the main reason for the differences in achievement by the end of Years 2 and 6.
96. In speaking and listening, pupils in Year 1 listen well to others and talk about the story. Higher attaining pupils demonstrate confidence and express their ideas with increasing vocabulary. By Year 6, many pupils speak and listen with considerable confidence. For example, when reading the work of Shakespeare with the class, they explored and challenged some old and unusual words in the literature such as sunder, tarrying and presenteth. They raised questions and put forward their ideas as to what the words meant clearly and confidently. Speaking and listening standards are similar to those reported during the last inspection.
97. In reading, standards are average by the end of Year 2 and above average by the end of Year 6. Pupils are achieving satisfactorily as they move through Years 1 and 2. This represents an improvement since the last inspection when it was reported that pupils were making slow progress in their reading. Higher-attaining pupils use reference books such as dictionaries competently and employ alphabetical knowledge to locate words and their meaning. Lower attaining pupils recognise familiar words in simple reading matter. Pupils achieve well as they move through Years 3 to 6. In Year 4, for example, most pupils read accurately and fluently from published articles on 'Keeping Pets'. They demonstrate sound skills in scanning and skimming a text for information. Higher attaining pupils make reference to the text and provide convincing arguments for keeping pets. Lower attaining pupils read simple passages with understanding. Some need help in reading the text and extracting useful information. Pupils in Year 6 demonstrate a love of literature and read a wide range of texts. In reading an extract from 'A Midsummer Night's Dream' pupils demonstrated a clear understanding of old text and style. They selected key points in the play, using inference and deduction. One group reading 'The Hobbit' identified similes in the text. Teachers and learning support assistants provided guided

reading to groups of pupils during the main part of the lesson. This guidance is effective and contributes to the standards attained.

98. Standards in writing in Year 2 are similar to those reported during the last inspection. In Year 2, pupils wrote stories inspired by the work of Anthony Browne. Some pupils wrote information about the author and some of his books. Their writing was developed into a sequence of sentences with capital letters and full stops used correctly. Common words are spelt correctly. Higher attaining pupils' writing is well structured, imaginative and clear. Spelling, including polysyllabic words, is usually accurate. Lower attaining pupils communicate meaning through simple phrases. For example, they produce labels for an illustration of the life cycle of a butterfly. For most pupils, handwriting shows accurate form and size. However, lower attaining pupils construct some letters poorly, and not even the higher attaining pupils in Year 2 are joining letters. Standards in writing are above average by the end of Year 6 and this represents an improvement since the last inspection. Pupils write for a range of audiences and purpose. For example, they write letters to the District Council expressing concern about cars speeding through the village. The letters are clearly set out and the points made are well argued, with sentences structured into paragraphs. Punctuation is accurate. Pupils write interesting reviews or profiles of their favourite authors such as Jacqueline Wilson and Michael Morpurgo. Higher attaining pupils punctuate their writing accurately, including the use of apostrophes and inverted commas. Words are chosen imaginatively and are used with precision. Handwriting is clear, joined and fluent. Average attaining pupils produce accurate and thoughtful work. Sentences are structured into paragraphs, usually with accurate spelling. Lower attaining pupils' writing is structured into a logical sequence of sentences with common words usually spelt correctly.
99. The use of word processing for pupils to draft and edit their writing is insufficient throughout the school, and ICT in general is underused to support teaching and learning in English. However, a good example was seen when a learning support assistant used ICT effectively in a Year 5 and 6 lesson to support a special educational needs pupil in the development of spelling and sentence through rhymes.
100. The quality of teaching is good overall. It ranges from satisfactory to good in Years 1 and 2. In Years 3 to 6 the quality of teaching is better and ranges from good to very good. This better teaching contributes to the good achievement that pupils make in this age range.
101. Lessons are generally well planned with a clear purpose. However, in a minority of lessons, clear learning objectives are not specifically identified and shared with the class. In such cases, pupils are not always clear about what they are to learn. Clear instructions and explanations by teachers help pupils to gain new knowledge and skills. Teachers manage their pupils well and very good relationships have been established. Most pupils, particularly in Years 3 to 6, demonstrate interest and enthusiasm in lessons and behave very well. Where teaching is satisfactory rather than good, strategies for managing pupils are not so effective and, as a consequence, pupils are sometimes insufficiently engaged in the lesson.
102. In a very good lesson in Years 5 and 6, the class were studying an extract from 'A Midsummer Night's Dream'. The teacher was lively and enthusiastic in her approach. This motivated the class and held their attention. The teacher read and acted the play with animation and expression. She used skilful questioning to check pupils' understanding of unusual words in the passage. Pupils responded very well and demonstrated clear interpretation of words and the play. All pupils were effectively engaged in discussion, including those with special educational needs. The teacher effectively used the passage to demonstrate how good writers make sentences interesting by the imaginative use of words. A range of tasks was set which were well matched to pupils' abilities and needs. The management of pupils and the relationships between pupils and the teacher were excellent.
103. The study of pupils' previous work reveals that work is not always well matched to the differing abilities and needs of pupils within the class. For example, pupils of all abilities from Year 5 and 6 often pursue the same task or worksheet and as a result, pupils are not always appropriately challenged.

104. The marking of pupils' work is regular and includes comments of praise. Guidance on how pupils can improve their work is less evident. The school does not have a clear policy on how pupils present their work. As a consequence the quality of pupils' presentation varies considerably.
105. The headteacher has recently taken over the leadership of English. The subject is effectively led and managed. The National Literacy Strategy Framework is used effectively to plan the English curriculum. Most teachers have implemented the strategy well. The school uses standardised tests well to assess reading. Pupils are also provided with written targets to work towards, which are based on National Curriculum standards. However, this system is at an early stage and is not yet used effectively used to guide future planning and teaching. The school has effectively reorganised and colour coded its reading books, making it easier to match reading books to pupils' reading ability. The range of fiction books in Years 3 to 6 has been improved recently. Overall, the school has made good improvements in English since the last inspection.

MATHEMATICS

106. Standards in the current Year 2 are average and most pupils, including those with special educational needs, are achieving satisfactorily. Standards are not as high as the 2001 Year 2 test results but standards do vary from year to year due to changes in the intake. The Year 2 in 2001 was a particularly high attaining year group. Standards in the current Year 6 are above average and similar to those represented by last year's National Curriculum test results. Pupils are achieving well. Standards are similar to those reported during the last inspection.
107. In a Year 1 lesson on two-dimensional shape, most pupils named triangles, squares, rectangles and ovals correctly but had difficulty identifying less familiar shapes such as hexagons and octagons. Higher attaining pupils were largely successful in joining dots to make matching triangles while lower attaining pupils used gummed shapes to make pictures, naming the shapes as they worked. In Year 2, pupils learn to count and calculate numbers with tens and units, halve and double numbers to 10, use quarter to and quarter past when telling the time and extend their knowledge of two-dimensional shapes. In the numeracy lesson observed in Year 2, higher and average attaining pupils quickly worked out and recorded a variety of ways of making totals such as 15 and 18 using three numbers. Lower attaining pupils were largely successful in using a number line and counting on to find the missing numbers in addition sums to 20. Pupils in Years 3 to 6 build on their earlier knowledge. In a lesson for Years 3 and 4, for example, pupils understood vocabulary such as vertices and angles when working on shape and direction. Higher attaining pupils in Year 4 began to make reasonable estimates of different angles. In Year 6, pupils confidently used their knowledge of the eight times table to multiply by 80 and 800 and higher attainers successfully tackled multiplying by .08. Most pupils calculated sums such as $662 \div 27$ using different methods and their knowledge of tables to help them. Higher attaining pupils correctly applied formulae to calculate the area of cylinders in problem solving activities.
108. The quality of teaching is satisfactory overall. However, teaching is better in Years 3 to 6 where it varies from satisfactory to very good, than in Years 1 and 2, where it varies between satisfactory and unsatisfactory. These findings are similar to those reported during the last inspection.
109. In Years 1 and 2, lessons were soundly planned and structured so it was clear what was to be taught. Learning resources were generally suitably prepared. However, the work set for the pupils was not well matched to the different abilities within the class. Many pupils were not sufficiently challenged by the tasks and, as a result, the learning was limited and some lost interest.
110. In the lessons in Years 3 to 6, teachers work hard and demonstrate secure subject knowledge so that pupils learn the skills they need to make good progress. Lesson planning is clear and follows the National Numeracy Strategy guidance. It takes account of what pupils need to learn

next. However, activities are sometimes too long so that the pace of learning slows and pupils find it difficult to maintain concentration. Support staff are effectively deployed so that pupils with special educational needs are well supported and make good progress. In the best lessons, pupils of all abilities are very well provided for so that all are challenged and are able to be successful. For example, in a Year 5 and 6 lesson on division, the teacher was clear about what each group needed to learn next so all pupils made very good progress. The tasks set encouraged pupils to think, work hard and apply their knowledge to new processes. The work in pupils' books is well presented and shows a wide range of mathematical experiences including work on shape and angles, decimals and fractions, area, percentages and ratios, Carroll diagrams and graphs. Marking, however, is inconsistent and rarely includes constructive comments or guidance for pupils on how they can improve or what they need to learn next.

111. Pupils in some classes are beginning to use ICT to support their work in mathematics. For example, good use was made of ICT to support a pupil with special educational needs and a program on angles was well used to extend the understanding of higher attaining pupils. However, this area is still underdeveloped. Pupils use their mathematical skills in other subjects, such as in a science lesson when they produced graphs of an insulation investigation. However, the use of mathematics across the curriculum is not yet consistently and systematically planned for.
112. Pupils' behaviour and their attitudes to mathematics are usually satisfactory in Years 1 and 2 and good or very good in Years 3 to 6. Mathematics lessons make a significant contribution to pupils' personal and social development when pupils are expected to settle to their tasks quickly, work hard and share their ideas. Most pupils tackle their work willingly and concentrate well, although they lose interest when activities go on for too long. They show enthusiasm and enjoyment when the work is challenging and presented in a lively manner. In Year 2, however, routines are not yet sufficiently well established to ensure that there is a positive working atmosphere in which pupils are attentive and well behaved.
113. The leadership and management of mathematics is satisfactory overall. The co-ordinator took over the role less than a year ago and has made a sound start. She has developed an acceptable action plan and begun the process of analysing and using assessment data in order to raise standards further. However, her monitoring role now needs to be developed so that the quality of teaching is systematically monitored and the outcomes used to ensure that all teaching is lively, motivating and well matched to the learning needs of all pupils.
114. Overall, improvement since the last inspection is satisfactory, although some issues have only been partially addressed. The implementation of the National Numeracy Strategy is ensuring that the curriculum is properly planned for each year group and there is now less dependence on a commercial scheme. Progress has been made in developing the procedures for tracking and recording pupils' progress and attainment but not all staff are sufficiently skilled in assessing pupils' progress and using this information to plan the next steps in their learning. The school has recognised the need for improvement in this area. A start has been made on analysing test results so that strengths and gaps in pupils' learning are identified and teaching amended accordingly. Some use is made of the data gathered from statutory tests to set individual pupil targets for the end of Year 2 and Year 6.

SCIENCE

115. In the current Year 2, standards are broadly average and pupils are achieving satisfactorily. In the current Year 6, standards are above average and consistent with the Year 6 National Curriculum test results. Most pupils, including those with special educational needs, are achieving well. Standards are similar to those reported during the last inspection.
116. In Year 2, pupils use simple equipment and make observations. For example, they use a dye to discover how water travels up the stem and leaves of a plant. Pupils recognise and name the main parts of the body and a plant. There is little evidence of pupils in Year 2 attaining higher Level 3 standards of work, because there are insufficient opportunities for higher attainers to

pursue more challenging tasks. In planning investigations, Year 6 pupils decide on suitable methods and show a clear understanding of fair testing. They make predictions and use equipment and instruments to carry out tests. Numeracy skills are applied satisfactorily as results are presented in graphs and accurately interpreted. Pupils construct electrical circuits and show an understanding of circuit diagrams with electrical symbols. Pupils know the difference between series and parallel circuits. Pupils know some of the methods used for separating simple mixtures. Higher attaining pupils describe situations in which changes such as evaporation and condensation occur.

117. The quality of teaching is good overall. It is satisfactory in Years 1 and 2 and good in Years 3 to 6. This represents some improvement since the last inspection, as teaching was unsatisfactory in Years 1 and 2. The better teaching in Years 3 to 6 contributes to above average standards and good achievement. Teachers have a secure knowledge and understanding of the subject. In Years 3 to 6, where teaching is good, lessons are well structured and maintain a good pace. Effective questioning is used to challenge the pupils' thinking and understanding. Pupils are engaged, interested and participate well. They make good gains in knowledge and skills. Pupils are well managed and as a result they behave very well. Where teaching is satisfactory in Years 1 and 2, the pace of the lesson is less brisk and pupil management strategies are less effective in maintaining all pupils' attention. As a result, pupils' rate of learning and standards of behaviour are satisfactory rather than good. Throughout the school, tasks set are not always well matched to the different abilities within a class. As a consequence, not all pupils are sufficiently challenged, particularly the higher attaining pupils. Those pupils with special educational needs are well supported by learning support assistants and, therefore, have full access to the activities. The marking of pupils' work is inconsistent and is not effective in helping pupils to improve. ICT is rarely used to support teaching and learning in science.
118. Leadership and management of science are good. The school has adopted the Qualification and Curriculum Authority's schemes for its curricular planning. These provide a clear framework for teachers to plan their lessons. Pupils in the mixed age classes cover topics in a two-year planning cycle. While planning pays appropriate attention to all areas of science, including experimental and investigative work, it does not take sufficient account of the different abilities of pupils. Assessment and recording of pupils' attainment are satisfactory but assessment data is not always effectively used to guide future planning. Learning resources are satisfactory. Overall, the school has made satisfactory improvements since the last inspection.

ART AND DESIGN

119. Standards in art and design are average by the end of Year 2. Pupils' achievement is satisfactory across the school and standards by the end of Year 6 are also average. It was not possible to observe any lessons during the inspection but teachers' planning and pupils' work displayed around the school were examined, as was work in pupils' sketch books and folders.
120. Pupils in Years 1 and 2 develop their creativity and imagination through an appropriate range of activities, using a good variety of different materials. They explore colour through observing the natural world and learn to weave using fabrics in natural colours. When painting self-portraits, they mix their own colours and higher attaining pupils include details such as eyelashes and hair clips. They look at the shape and form of trees and flowers and create giant 3D sculptures of them using rope, wire and strips of fabric. They make observational drawings of artefacts such as flat irons and stone hot water bottles in connection with their work in history. These drawings show some evidence of perspective and detail but there is little indication that pupils evaluate, adapt and improve their work.
121. In Years 3 to 6, pupils experiment with colour mixing to create different effects. For example, they mix paints to make shades that might be used in winter landscapes and smudge together the colours of oil pastels when drawing flowers. For example, they make detailed observational drawings of plants, trees and tree roots. When studying 'A Midsummer Night's Dream' in English lessons, they design costumes for characters in the play and make patterns on fabric using the batik method.

122. Pupils in all classes benefited from a very well organised 'Arts Week' in the spring term. This was carefully planned and used the local environment as a starting point for the pupils' work. It involved a number of local artists, who displayed their work and worked with the pupils to develop their skills. These included drawing and painting, photography, sculpture and paper making. Pupils spent time looking at the artists' work and had the opportunity to try some of the techniques themselves, such as making paper from pulp and silk. Older pupils developed an understanding of different printing techniques and combined their prints with marbling to create pleasing effects. They also compared the results of photographs taken with a pin-hole camera to those produced by a digital camera. As a result of this project, pupils produced some colourful and attractive good quality work, used a wide range of different materials, and learnt a variety of new skills.
123. Good links are made between art and design and other subjects, particularly science, English and history. For example, younger pupils use collage materials to illustrate nursery rhymes such as 'Mary, Mary Quite Contrary' while pupils in Years 3 and 4 make observational drawings as part of their pond survey. Apart from the example in the last paragraph, there was little evidence of ICT being used to support pupils' learning in art and design.
124. Overall, the leadership and management of the subject are satisfactory. The co-ordinator has a clear view of how the subject should develop and has produced an appropriate action plan for implementing the improvements. She uses a number of informal strategies to monitor the quality of teaching and learning, such as talking to pupils and teachers and examining the work on display, but, as yet, does not have regular opportunities to observe lessons. The quality of display in classrooms and around the school varies and does not always allow for pupils' efforts to be effectively recognised and celebrated through attractive presentation.
125. Improvement since the last inspection is satisfactory. Standards have been maintained and the school has adopted the national scheme from the Qualifications and Curriculum Authority for art and design so that all aspects of the art curriculum are taught and pupils' knowledge and skills are systematically developed. An assessment system has been produced and is beginning to be used to track pupils' attainment and progress.

DESIGN AND TECHNOLOGY

126. During the inspection only two DT lessons were seen. Pupils' past work and teachers' planning were examined and discussions were held with staff and pupils. By the end of Year 2 and Year 6, standards are broadly average and pupils are achieving satisfactorily. Standards are similar to those reported at the time of the last inspection.
127. In Year 2, pupils design and make moving vehicles. They use appropriate materials, tools and techniques in constructing their models. They evaluate finished products and alter them in order to improve them. Pupils use construction kits to build model houses and structures. In a Year 3 and 4 lesson seen, pupils prepared an Indian meal. They developed cooking techniques and used utensils correctly. They compared Indian and British life styles. This work was well linked to studies in geography and promoted knowledge and understanding of Indian culture. Pupils in Year 6 design and make moving toys. They produce labelled sketches of their designs. Pupils work with a range of materials and tools and use a cam mechanism to move parts of the toy. The models are well constructed, with pride and care shown in the quality of the finish. Year 6 pupils also design and make string instruments. They apply knowledge and understanding of structures and sound to their work.
128. The limited teaching seen was good with one example of very good teaching. These two lessons were well planned and structured. Learning support assistants and voluntary helpers were well deployed and contributed significantly to pupils' learning. Teachers provided interesting and challenging tasks. This motivated the pupils and they clearly enjoyed their work. Pupils were fully engaged and worked well together. In these lessons pupils made good and very good gains

in designing, making and evaluating skills. There is little evidence of ICT being used to support teaching and learning in DT.

129. The leadership and management of the subject are satisfactory. The school has recently adopted the recommended national schemes published by the Qualifications and Curriculum Authority and this has improved curricular planning; during the last inspection, the school did not have a whole school scheme of work and so pupils' learning opportunities lacked coherence and progression. The school has not yet established a system for assessing and recording pupils' attainment. The monitoring and evaluation of the subject are underdeveloped. Learning resources are satisfactory and sufficient to meet the demands of the National Curriculum Programmes of Study. Overall, the school has made sound improvements since the last inspection.

GEOGRAPHY

130. By the end of Year 2 and Year 6, standards are average. The achievement of pupils in Years 1 and 2 is satisfactory. Pupils' achievement is also satisfactory in Years 3 to 6. Two lessons were observed during the inspection and the work on display and in pupils' books was examined. Discussions were held with staff.
131. In Years 1 and 2, pupils experience a reasonable range of activities to help them develop their knowledge, skills and understanding in geography. They find out about and compare villages and towns by studying Brailes and Shipston-on-Stour. They discuss the similarities and differences between a village and a town and begin to express their preferences. Pupils identify the key human and physical features on maps and match some of them with photographs. A class survey about the houses they live in helps pupils to recognise the variety of buildings in the area. It is not possible to make an overall judgement about the quality of teaching in this age group because only one lesson was seen. However, in this lesson teaching was unsatisfactory. Although the lesson was carefully planned, the work was not well matched to the pupils' levels of ability. Most pupils found using simple grid references to locate squares on a plan too easy and much of the time was taken up with colouring in. As a result, they made little progress in developing their understanding and skills. Appropriate links were made with ICT in this lesson when the pupils were asked to direct a programmable toy along a route. Pupils' behaviour in this lesson was satisfactory but the lack of challenge in the tasks meant that many became bored and took little pride in their work.
132. Pupils in Years 3 to 6 build on their earlier learning. In Years 3 and 4, for example, they use maps, books and videos to learn about India. They study the physical features as well as the food, customs and lifestyles of the Indian people. Pupils' understanding is enhanced by the involvement of Indian visitors and good links are made with other subjects such as music and food technology. The pupils' cultural development is also supported through their work in geography. Good links are made with art and design in Years 5 and 6 when pupils create a colourful and detailed frieze based on the Amazon. These pupils also learn about different mountain ranges, studying their location, characteristics and their impact on tourism. They use and develop their literacy skills by writing about the advantages and disadvantages of national parks and by writing letters expressing their views and making arguments about traffic control in Brailes. Pupils in the Year 5 and 6 class receive e-mails from a contact travelling in South America but otherwise, there is little evidence of pupils in Years 3 to 6 using ICT to support their learning in geography.
133. The presentation of work in pupils' books varies in quality. Worksheets are frequently undated, making it difficult for pupils to gain any view of the progress they have made. These sheets are tucked into exercise books, often becoming bent and torn at the edges. This does not encourage pupils to take a pride in their work. Most work is ticked but there is little evidence of constructive comments or guidance for pupils as to how they might make improvements.
134. Only one lesson was observed in the classes for Years 3 to 6 so it is not possible to make an overall judgement about teaching. However, the lesson observed was good due to the teacher's

confident and lively manner and the high expectations she has of her pupils. The work was made very relevant and meaningful to the pupils by using Shipston as the context. Good questioning helped pupils begin to form proposals about suitable places for a car park in the town. Very good links were made with the development of pupils' speaking and listening skills when they were asked to put forward and justify their proposals in small groups and to the class. In this lesson, the attitudes and behaviour of the pupils were very good as they were fully motivated by the tasks. They worked co-operatively, sharing ideas and listening thoughtfully to each other.

135. Leadership and management of the subject are satisfactory. The co-ordinator monitors teaching and standards informally by talking with staff and with pupils and examining displays around the school. This method is not sufficiently rigorous to ensure that teaching and learning is consistently good throughout the school. Overall, improvement since the last inspection is satisfactory. Standards have been maintained and the school has adopted the Qualifications and Curriculum Authority schemes so that the subject is systematically covered. The curriculum is organised in a two-year cycle. There are some examples where aspects of topics have been unduly repeated. An assessment system has been produced and is beginning to be used to track pupils' attainment and progress in the subject.

HISTORY

136. During the course of this inspection it was only possible to observe one history lesson. It is therefore not possible to make any judgement about the overall quality of teaching in this subject. However, evidence was gathered through scrutinising pupils' work, looking at displays, and examining teachers' planning. This indicates that by the end of Year 2 and Year 6, standards in history are average. The achievement of all pupils, including those with special educational needs, is satisfactory overall throughout Years 1 to 6.
137. In Years 1 and 2, pupils develop their knowledge, skills and understanding in history through themes such as toys, technology and buildings. They use an appropriate range of sources to find out about the past. For example, they consider how they can tell whether artefacts are modern or old by looking at houses built in different periods. They learn about developments in technology from items such as the wireless, televisions and computers. The use of artefacts such as irons and hot water bottles help them to see how things have changed over time. They compare their own toys with those of the 1900s, identifying similarities and differences. Pupils listen to stories to learn about significant events and people in British history such as Guy Fawkes and the Gunpowder Plot. There are satisfactory links with art and design when pupils make observational drawings of, for example, stone hot water bottles, but no evidence was seen of the use of computers to further pupils' research or to present their findings. No lessons were observed in this age group.
138. In the classes for Years 3 to 6, one lesson was observed. This lesson was part of a carefully planned sequence about the Incas. The quality of teaching was good because of the teacher's enthusiasm and very good subject knowledge. Her good questioning skills helped pupils recall what they already knew and use this information in their written tasks. Work was well matched to the pupils' learning needs. They were clear about what was expected of them and about the time they had available for the task. Consequently they settled quickly and worked hard. Higher-attaining pupils used different sources of information to identify the differences between Inca roads and those built by the Romans. The majority of the class successfully began to write letters describing the coming of the Conquistadors. They used the Internet satisfactorily to research the Inca world. Good links were made with geography through the use of maps, and with current affairs, when the teacher helped the pupils to relate the events of September 11, 2001 in America.
139. Pupils' written work in Years 3 to 6 indicates that they experience a suitable range of work but do not always have the opportunity to study topics in depth. Presentation is variable, with inconsistent and infrequent marking and few supportive or developmental comments to guide

pupils. However, pupils' knowledge, skills and understanding are enhanced by visits from local historians and journalists.

140. The leadership and management of the subject are satisfactory. The co-ordinator monitors teaching and standards informally through talking with staff and pupils and by reviewing work on display. Overall improvement since the last inspection is satisfactory. Standards have been maintained and the school has adopted the Qualifications and Curriculum Authority's national schemes so that coverage of the subject is now secure. There is less reliance on worksheets, although opportunities for pupils to write in depth on historical matters are still underdeveloped. An assessment system has been produced and is beginning to be used to track pupils' attainment in the subject, but this is not fully established.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. During the inspection, very little direct teaching of ICT skills was seen and only in a few lessons was ICT used to support teaching and learning in other subjects. Judgements about standards are based on the study of pupils' previous work and discussions with pupils and staff.
142. By the end of Year 2 and Year 6 standards are below average and most pupils are not achieving as well as they should. This is because there are insufficient opportunities provided for pupils to be taught and acquire a full range of ICT skills, and in a number of areas the subject is not tackled in sufficient depth. Furthermore, there are insufficient opportunities for pupils to use and apply ICT skills in other subjects. Current standards are therefore lower than those reported during the last inspection.
143. Throughout the school, examples of pupils' ICT work are sparse. In Year 1, there are some pieces of pupils' word processing. They write their names and some create sentences using different fonts. They save and print their work. In a Year 2 lesson, pupils began to enter instructions to control a 'roamer'. However, the lack of direct instruction and feedback from the teacher resulted in pupils not progressing as well as they could. In Year 4, pupils produce attractive flower patterns by using a modelling and control program. They write, test and modify a series of instructions. Pupils use repeat commands. They name, save and print their work. In mathematics a program is used to support work on angles and rotation. In Year 6, pupils produce the beginnings of a multimedia presentation about animals. They import animal images and add text to these. Some pupils add prepared sound effects to their presentation and include a button facility to change the pictures. In geography, pupils carry out traffic surveys in Shipston. They enter the data on a spreadsheet and convert this into a bar or pie chart. Pupils also receive e-mails from a school contact travelling in South America. In English, some pupils began to design and produce a poster for a Shakespeare play. They changed the font colour and size but keyboard skills were limited. There is no evidence of work involving control and modelling using sensors and inputs to control events, or using devices to monitor physical change. The school does not have sufficient software and equipment in these areas but has plans to address this. The scope and power of word processing to develop and enhance pupils' drafting and editing skills in writing is underused.
144. It is not possible to make an overall judgement about the quality of teaching as little direct teaching was seen.
145. The headteacher has been overseeing the co-ordination of ICT since January this year. The school has adopted the national schemes and guidance published by the Qualifications and Curriculum Authority for its curricular planning. These should help to ensure that pupils develop ICT skills in a steady and systematic way but the plans are not yet fully implemented. The school has not yet established an effective system for assessing and recording pupils' attainment. A self-assessment system produced by Warwickshire Local Education Authority, covering reception to Year 6, has been introduced but this has yet to be implemented fully. Using the National Grid for Learning (NGfL) funding the school has set up a network of six computers in the Year 5 and 6 class. In Years 1 and 2 there are four computers with a printer in a central area, plus computers in the classrooms. These are old and in need of updating. During

the inspection, these facilities were underused. ICT training for teachers began in February using national funding. This training will be completed at the end of the summer term. As yet, it has had a limited impact on standards and the learning opportunities provided. The school organises a day visit to a training centre in Gaydon for Year 5 and 6 pupils during the summer term so that pupils can receive additional ICT tuition. Data handling and control are planned. Insufficient improvements in ICT have been made since the last inspection.

MUSIC

146. Only one music lesson in a Year 3 and 4 class was observed during the period of the inspection. Pupils' work was examined and pupils were seen performing in assembly and during instrumental tuition. Discussions were held with staff and pupils. By the end of Year 6, standards are above average and pupils are achieving well. It has not been possible to make a judgement about standards by the end of Year 2 but the study of curricular planning indicates that an appropriate range of learning opportunities are provided.
147. This represents an improvement in standards at the end of Year 6 since the last inspection, which reported that standards were in line with national expectations and that the school did not follow a scheme of work for music. The report also stated that opportunities for pupils to compose music were limited.
148. The school has addressed many of these issues and now follows a whole-school scheme of work. Music has a very high profile within the school and most pupils enjoy their music-making activities. Attitudes to the subject are generally good and links between music and drama have helped to raise the profile of the performing arts generally throughout the school. Pupils regularly take part in local festivals and competitions and all pupils, including those with special educational needs, are given regular opportunities to increase their knowledge, skills and understanding of music as they move through the school. During the inspection pupils from different year groups used notation when they played the flute and recorder in assemblies.
149. Pupils in Year 6 sing with expression and perform musical patterns using a range of notes. In discussions with Year 6 pupils it was evident that many of them could use appropriate musical vocabulary when describing and evaluating music. Many could express their preferences for different kinds of music in a mature and comparative way and several had taken solo parts in the recent school musical production of 'Joseph and the Amazing Technicolour Dreamcoat' whilst others had provided musical and dramatic support. Over half the pupils in the school are currently learning to play a musical instrument. Pupils have access to a range of musical tuition including the recorder, violin, flute, clarinet and steel pans. Some of these lessons are on a fee-paying basis. There is also a well-attended choir and string orchestra for pupils after school, as well as guitar tuition.
150. The quality of teaching in the one lesson observed during the inspection was good. Year 3 and Year 4 pupils explored melodic phrases and rhythms. The lesson was well prepared and well structured and the teacher's knowledge base was very secure. The pace of the lesson was brisk and all pupils were included in all activities. As a result, most pupils improved their understanding of melody and this was evident in the way that pupils sang with confidence at the end of the session.
151. The subject is satisfactorily led and managed. The headteacher is currently overseeing music. She has ensured that music has a high profile within the school. Learning resources for music are very good and are well used. All classes have access to a good quality variety of pitched and unpitched percussive instruments and the range of melodic instruments available to pupils is very good. The school has, for instance, recently invested in a number of up-to-date portable keyboards, which seem very popular. The provision of music reproduction equipment, such as portable compact disc players, is good and pupils have access to a good range of books about all areas of the subject. The school does not at present possess any computer software for composing music and links between music and ICT are limited.

PHYSICAL EDUCATION

152. During the inspection, no PE lessons were seen in Years 1 or 2 so it is not possible to make judgements about standards by the end of Year 2 or the quality of teaching in these year groups. However, curricular planning indicates that pupils in Years 1 and 2 are provided with an appropriate range of PE activities and learning opportunities. By the end of Year 6, pupils are attaining above average standards in cricket and rounders skills. They demonstrate above average standards in bowling, catching, throwing, retrieving and in striking a ball. Most pupils are achieving well. Effective teaching contributes to these standards and the good achievement. Standards in Year 6 are similar to those reported during the last inspection. In Year 4, pupils attain above average standards in dance. In one dance lesson seen, pupils employed a range of movements and patterns to Indian drumming. They practised and refined a sequence of movements as they performed and reacted to a traditional Indian story. This lesson was particularly effective in promoting multicultural dance and music. Furthermore, the visiting teacher was used well to enrich pupils' learning opportunities.
153. The quality of teaching in Years 3 to 6 is consistently good and sometimes very good. Lessons are well planned and organised. Clear learning objectives are identified and shared with the class. Pupils therefore know what they are expected to learn. Teachers' instructions are clear and pupils follow these very well. Teachers give effective demonstrations in catching, throwing, bowling and striking a ball and provide pupils with good opportunities to practise and improve these skills. Pupils participate well in activities and apply considerable concentration and physical effort to their work. Teachers give effective feedback on pupils' performance and there are opportunities for them to evaluate their own and others' work. This helps pupils to improve their performance. Good quality equipment is used well and visiting teachers are used effectively to support the PE programme. Lessons are well structured with a range of activities that promote very good skills development. Pupils frequently work well in pairs or small groups and show very good sporting attitudes. Pupils are productive because a good pace is maintained in lessons. During the lessons seen pupils made good and very good gains in developing and applying physical skills and reviewing performance. The school has not yet recognised the potential of ICT in supporting teaching and learning in PE.
154. The co-ordinator is enthusiastic and provides good leadership for the subject. The school has adopted the Qualifications and Curriculum Authority's schemes for its long and medium term curricular planning. These help to ensure that a good range of learning opportunities is provided. The school has an effective and manageable system for assessing and recording pupils' attainment. The PE programme is enriched with a very good range of extra-curricular activities, which includes athletics, cricket, football, netball and rounders. The school participates in inter-school sports, with the netball team being particularly successful this year. PE equipment is of good quality, easily accessible to teachers and well used. The school has spacious and well-maintained grounds with marked-out sports pitches plus the use of a nearby recreation ground. The hall is inadequate for indoor games and large apparatus gymnastics. The school has made good improvements since the last inspection.

RELIGIOUS EDUCATION

155. During the inspection, only one lesson was seen and this was in a Year 5 and 6 class. Judgements are based on evidence drawn from this lesson, analysis of pupils' work, discussions with teachers and teachers' planning. By the end of Year 2 and Year 6, standards are in line with those expected in Warwickshire's Agreed Syllabus. Most pupils, including those with special educational needs, are achieving satisfactorily. Standards are therefore similar to those reported during the last inspection.
156. Pupils in Year 2 retell well-known Bible stories through their writing and drawings. They are able to identify the values and morals of the stories. Pupils in Year 6 compare the principal features of Hinduism with those of Christianity. Pupils demonstrate a secure knowledge and understanding of Christian celebrations and festivals such as Palm Sunday, the Last Supper and Easter. Pupils apply their literacy skills well to their written work in RE.

157. In the one lesson seen, the quality of teaching was satisfactory. Pupils made satisfactory gains in their learning through the study of a Bible passage with the teacher. Sound questioning by the teacher checked pupils' understanding of the text. Pupils were managed well, resulting in good attitudes and behaviour. Written tasks were not sufficiently well matched to the differing abilities and needs of pupils within the mixed aged class. Whilst many pupils completed the work well, a minority found difficulty reading some of the more obscure words and this had an adverse effect on their learning. From the study of pupils' work it was evident that all pupils are given opportunities to compare and learn about the traditions of major faiths whilst focusing on Christianity. Bible stories are used well to promote moral values.
158. The leadership and management of the subject are satisfactory. The co-ordinator has ensured that the school's curricular planning conforms to the locally agreed syllabus. Resources to support teaching and learning are satisfactory and easily accessible to staff. The school has purchased computer software to aid teaching and learning in RE but there is little evidence of this being used.