

# INSPECTION REPORT

## **BOX CE PRIMARY SCHOOL**

Box, Corsham

LEA area: Wiltshire

Unique reference number: 126302

Headteacher: Mr S. Mynard

Reporting inspector: Mrs O.M.Cooper  
10859

Dates of inspection: 18 – 21 February 2002

Inspection number: 197856

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	High Street Box Corsham Wiltshire
Postcode:	SN13 8NF
Telephone number:	01225 742663
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs C. Oliver
Date of previous inspection:	6 – 8 October 1997.

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10859	Mrs O. Cooper	Registered inspector	English Art and design Music Equal opportunities	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19361	Mr K. Ross	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30781	Mrs W. Stenton	Team inspector	Mathematics Geography History Religious education The Foundation Stage curriculum	
27541	Mr J. Collins	Team inspector	Science Information and communication technology Design and technology Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

This is a small, popular, voluntary controlled Church of England primary school, which serves the village of Box and surrounding areas. There are 154 full-time equivalent pupils on roll, 95 boys and 68 girls. All pupils are white, predominantly of English heritage and none speak English as an additional language. The proportion of pupils with special educational needs has risen above the national average with most of these pupils having learning difficulties. The proportion entitled to claim free school meals is below the national average. Attainment on entry is above average in most years, although the full range of abilities is represented. There have been many staff changes since the previous inspection.

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

This is an effective school where pupils make good progress in their academic and personal development. By the time they transfer to secondary school overall standards are above the national average and well above in aspects of English. This is because the teaching is good, pupils are very happy in school, have very positive attitudes to their work and behave very well. There is a very close partnership with parents, who do much to support their children's learning. The headteacher, in his first year in the school, has formulated a clear vision for its future development, whilst maintaining standards and managing staff changes satisfactorily. The school provides satisfactory value for money.

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

- Pupils achieve well during their time in the school.
- Teaching is good overall.
- Pupils have very good attitudes towards their work and their behaviour is very good.
- The induction procedures help the children to make a good start to their school life.
- The school works in very close partnership with parents.

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

- Standards in writing to match those in reading at the end of Year 6.
- The time allocated to teaching some subjects in Years 3 to 6 is insufficient for pupils to acquire any depth of knowledge or develop their skills to the levels expected for their age.
- The curriculum co-ordinators roles require further development.
- The most able pupils are insufficiently challenged.
- The presentation of pupils' work could be better.

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

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

The school was last inspected in October 1997 and since that time has made satisfactory improvement when the number of changes of staff are taken into consideration. Overall standards in English and mathematics have improved at the end of Year 2 and have been maintained at similar levels at the end of Year 6. The action plan drawn up in response to the key issues in the previous inspection was successful initially, but as staff have changed, so the momentum in the improvement has been lost and the issues not fully overcome. Day-to-day assessments are informing future planning, although the classroom activities do not always provide appropriate challenges for all groups of pupils, most notably the more able and some of those with special educational needs. There is a clear programme for monitoring teaching and learning by senior staff, but curriculum co-ordinators do not have time to manage their subjects effectively. The governing body are playing a more active role in monitoring the work of the school, but there is further work to be done.

## 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	C
Mathematics	A	C	B	C
Science	B	C	B	C

Key	
Very high	A*
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

The children in the Reception class (the Foundation Stage) make good progress, achieve well and attainment is above average in all the areas of learning. Most children are on course to reach and a significant proportion to exceed the levels expected nationally by the end of the year in Reception in language, number, knowledge of the world and in their personal, social, creative and physical development.

The school's 2001 results of national tests at the end of Year 2 showed standards to be above the national average in reading, writing and mathematics and were an improvement on standards in recent years. Current standards of work are similar and overall achievement is good. Teachers' assessments of pupils' attainment in science in 2001 showed standards to be well below the national average, but current standards in science are above average. In physical education and religious education, standards are above those expected by the end of Year 2, but in design and technology standards are below those expected and pupils are underachieving.

At the end of Year 6, current standards are similar to those shown in the 2001 test results and are well above average in English and above average in mathematics and science. Pupils achieve well overall. However, standards in writing are not as high as in reading because the National Literacy Strategy has not been implemented effectively. This is partly why the overall trend in improvement has fallen below the national trend. Standards in art and design, music, physical education and religious education are above those expected and pupils achieve well. However, in design and technology and geography standards are below average because insufficient time is given to teaching these subjects and pupils underachieve.

The school was successful in achieving its targets in English and mathematics in 2001 and is on course to do so this year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school and eager to learn.
Behaviour, in and out of classrooms	Very good. Behaviour is very good in lessons, at play and in the dining hall. No bullying or sexist behaviour was seen and little reported.
Personal development and relationships	Very good. Relationships between pupils themselves and between adults and pupils are very good. Levels of respect for each other are high and there is a strong sense of community.
Attendance	Satisfactory. Attendance rates are broadly in line with the national average, but have declined owing to holidays taken in term time.

## TEACHING AND LEARNING

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

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

Overall teaching and learning are good throughout the school. The teaching of English and mathematics is good, although the teaching of basic skills in reading is better than in writing because of the over-reliance on the use of worksheets, not only in English, but also in other subjects. Skills in numeracy are taught well. The strengths in the teaching are in the identification of learning objectives in the lesson planning, which are usually shared with pupils and evaluated towards the end of lessons; the teachers' subject knowledge; their management of the pupils; deployment of teaching assistants and on-going assessment. Teachers' expectations, especially of pupils' presentation of their work are only satisfactory, as is the use of homework, which is inconsistent between classes, other than for reading. The teaching meets the learning needs of the large majority of pupils and enables them to acquire knowledge and develop skills at a good pace in most lessons. Teachers provide good challenges for most pupils, who work at pace to produce a good amount of work or complete their tasks. The exceptions are the more able pupils, who are not learning as much as they could and some of those with special educational needs, whose rate of learning is only satisfactory. The pupils have very good knowledge of their learning through the individual targets set for them and the evaluation of their progress towards meeting the learning objectives in lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. All subjects of the National Curriculum are taught and the provision includes all required elements. However, the time allocations to some subjects, especially in Years 3 to 6 are insufficient for pupils to cover the programmes of study in sufficient depth. The grouping of subjects under topics does not allow pupils to develop their skills or acquire knowledge in a systematic and progressive manner. There is a good range of extra-curricular activities provided. Links with other educational institutions are very good and people in the local community make a good contribution to pupils' learning.
Provision for pupils with special educational needs	Satisfactory. Pupils have individual education plans, but the targets are not specific and not reviewed at appropriate intervals. Pupils are supported well in most lessons, and when withdrawn. They are included in lessons as far as possible and have equal access to what the school has to offer.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Spiritual development is very well provided for, pupils have very good opportunities to develop understanding of human feelings, emotions and beliefs. Pupils are very effectively taught right from wrong. Community values are strongly promoted and levels of respect are high. There are good opportunities to learn about Eastern and Western cultures, but pupils could be better prepared for life in a multi-cultural society.
How well the school cares for its pupils	Child protection procedures are securely in place and there is very good regard for health and safety. Arrangements for assessing attainment are good, but full use is not being made of the information gathered. The systems for tracking progress are not fully established.

The school works in very close partnership with parents who make a very good contribution to children's learning at home and in school.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has a clear vision for the school and has put structures in place to enable the school to move forward at pace. The deputy headteacher appointed recently leads by example in classroom practice. The roles of curriculum co-ordinators are not sufficiently developed for them to make effective contributions to school self-evaluation and review.
How well the governors fulfil their responsibilities	Satisfactorily. The governors fulfil all their statutory requirements and are beginning to monitor the work of the school with more rigour. The school development plan is relevant to the needs of the school, but lacks time scales for the completion of action.
The school's evaluation of its performance	Satisfactory. Performance management procedures have been implemented satisfactorily and are enabling the school to check the quality of teaching and planning, but pupils' work is not being monitored rigorously enough. The headteacher has improved systems for analysing pupils' attainment, which are contributing towards the identification of development priorities.
The strategic use of resources	Satisfactory. The governors have appropriate systems to oversee the budget. The projected overspend has been turned into a small surplus. The school applies the principles of best value satisfactorily.

There are sufficient teachers and a good number of teaching assistants. There are adequate resources for learning in all subjects, except for the quantity and range of books, particularly non-fiction books in classrooms and the school library.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• The staff are very approachable.</li> <li>• The teaching is good.</li> <li>• The school is well led and managed.</li> <li>• Their children are expected to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• The inconsistency in setting homework.</li> <li>• The range of activities outside of lessons.</li> </ul>

The inspectors agree with most of the parents' positive views and support their concern about the inconsistency in setting homework. Some aspects of management need further development. The range of activities outside of lessons is good and better than found in most primary schools.

## **PART B: COMMENTARY**

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

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

1. The children's attainment on entry to the school is above that expected for their age in most years, particularly in language and personal skills, although the full range of ability is often represented. The children make good progress in the Reception class as a result of the good teaching and very good relationships and achieve well in most areas of learning, but satisfactorily in their physical and creative development. By the end of their year in the Reception class most children are on course to achieve, and a significant number to exceed, the levels expected nationally for their age in language and number, their knowledge of the world and in their personal and social, creative and physical development. Many are already working within the early stages of the National Curriculum and overall attainment is above average in all areas of learning.
2. In the 2001 National Curriculum tests at the end of Year 2, standards of attainment were above the national average in reading, writing and mathematics and were broadly average in comparison with similar schools (based on the proportion of pupils claiming free school meals). The percentage of pupils exceeding the level expected by the end of Year 2 was well above the national average in reading, above average in mathematics and broadly average in writing. The teachers' assessments of pupils' attainment in 2001 showed below average standards in English and mathematics and well below average standards in science. All these assessments were inaccurate because they showed pupils' attainment at the beginning of the year and not the updated assessments. The results in reading and mathematics have been improving over the last few years, but in writing have fluctuated. The improvement in mathematics is better than found nationally. The boys' results in the last three years have been similar to those of boys nationally in reading and writing, but were lower in mathematics. However, the 2001 results were the best ever for boys in the school. The girls' results are above those of girls nationally, showing significant improvement since 1999. Standards in reading, writing and mathematics were high enough, standards in science as reported were not and, for the proportion of pupils reaching the expected level or higher, were in the lowest five per cent of similar schools.
3. Current standards of work amongst Year 2 pupils are above average in reading, writing, mathematics and science. Overall achievement is good, when the mobility of pupils in the current Year 2 is taken into account. Six of the pupils did not start their school life at Box, and some of these pupils have special educational needs. Standards in science in Year 3 are average for the pupils' ages, confirming the inaccurate teachers' assessments reported, although few pupils are exceeding the level expected.
4. The results of National Curriculum tests at the end of Year 6 in 2001 were well above the national average in English and above average in mathematics and science. The percentage of pupils exceeding the level expected at this stage was well above the national average in English, but broadly average in mathematics and science. When compared with similar schools the results in all three subjects were average overall, but the proportion of pupils exceeding the level expected was well below the average in mathematics and below average in science, whilst in English it was broadly average. This is because more time is given to teaching English than in many schools. The trend in results was broadly in line with the national trend in improvement between 1996 and 2000, but fell below the national trend between 1997

and 2001 because of the decline in results in writing. Whilst all pupils reached the expected level in reading and 40 per cent of pupils reached the higher level, in writing only 60 per cent reached the expected level and 16 per cent exceeded it. This shows that standards in writing could be higher. Also, the gap between standards in reading and writing is wider than found nationally, another indication that standards in writing could be higher. Pupils who left the school in 2001 achieved well over their time in the school. The attainments of both boys and girls match the national pattern, although boys do better in mathematics and to a greater extent than found nationally. Standards of work among the current Year 6 pupils are similar to the 2001 results in all three subjects and pupils continue to achieve well overall.

5. Pupils throughout the school make good progress in developing their speaking and listening skills and by the end of Year 6 are confident and articulate speakers, able to express their ideas and opinions using a wide range of vocabulary. They listen attentively to their teachers and to each other, evident in their answers to questions. In reading, pupils develop their strategies for attempting to read unfamiliar words, using their phonic knowledge or splitting words into smaller parts by the end of Year 2 and often re-reading sentences in Year 6. Most pupils read fluently and with expression in Year 6, understand what they have read, with more able pupils understanding the author's intentions. Because the National Literacy Strategy has not been successfully implemented, standards in writing continue to be lower than in reading. Too many formal exercises and worksheets are used in literacy lessons leading to too few opportunities for pupils to develop their independent writing skills and the writing skills learned from formal exercises are not transferred when writing independently. Spelling is often added onto literacy lessons rather than being an integral part of them and so pupils do not systematically build on their knowledge of spelling patterns. The National Numeracy Strategy has been implemented satisfactorily and pupils have good mental recall skills and strategies for solving problems. They are confident in using the four number operations, have good understanding of shape, space and measures and can collate and interpret data successfully.
6. Standards of work in information and communication technology (ICT), art and design, geography, history, and music are average in Year 2 and pupils' achievement is satisfactory. There is no direct teaching of skills to whole classes in ICT and this tends to hinder pupils' progress, as they have to be taught in groups and then given time to practise their new skills. In physical education and religious education, standards are above average and pupils are achieving well. In design and technology standards are below average and pupils are underachieving. Standards of work among Year 6 pupils are above average in art and design, music, physical education and religious education and pupils are achieving well. In ICT and history, standards are average and pupils are achieving satisfactorily. However, in design and technology and geography standards are below average, partly because insufficient time is given to teaching these subjects and pupils do not acquire sufficient depth of knowledge or systematically develop their skills. The design element is under-emphasised in design and technology lessons as are mapping skills in geography.
7. The school was successful in meeting its targets in English, mathematics and science in 2001 and is currently on course to do so in 2002. The targets are sufficiently challenging in English and mathematics, but not in science. Whilst most pupils achieve well over time in the school, pupils with special educational needs make satisfactory progress overall in relation to their prior attainment. A few of these pupils could make more progress in some lessons. There is some underachievement among the more able pupils. This underachievement is most evident when all pupils

are given the same worksheets to complete in lessons in several subjects such as science, history and geography. The most able pupils are confined by the worksheet and unable to show how much they know. Pupils with special educational needs require adult support to complete their tasks successfully, as they are sometimes too difficult.

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

8. The pupils' very good attitudes to learning, their very good behaviour and relationships with others are strong features of the school. This is an improvement since the last inspection. Parents indicate that their children like school and inspection evidence confirms this. Children in the Foundation Stage settle quickly to school routines as a result of the good induction procedures and move between activities with growing confidence and independence. Pupils with special educational needs are fully included in class activities as far as possible and often receive the support and help of their peers. For example, close support enabled full participation for these pupils in a physical education lesson in the Year 4/5 class, both in practising throwing and catching and in playing team games.
9. Pupils throughout the school show interest, enthusiasm, stay on task and enjoy their learning. Discussions with pupils in Years 3 to 6 indicate that pupils take a pride in the school, are proud of its reputation and say they make many friends there. They also take pride in the very good standards of behaviour and adhere closely to school and class rules. Pupils need little direct supervision and they have a well-developed sense of self-discipline. They respect each other and there is mutual respect between pupils and teachers. Pupils report that instances of bullying are rare and if they do occur they are dealt with quickly and effectively. No instances of bullying were observed during the period of the inspection. There have been no exclusions for unacceptable behaviour in the latest reporting period.
10. The pupils' personal development is good. Ninety eight per cent of parents agree that the school helps their children to become mature and responsible. Pupils take responsibility for routine tasks around the school such as distributing the registers, helping teachers or taking letters to the office. Older pupils set up the chairs and overhead projector for assemblies, collect and put away playtime equipment. A few Year 6 pupils regularly carry out a virus check of the school's computers and all Year 6 pupils act as 'buddies' and support and play with children in the reception class at play times. This has mutual benefits. However, there are insufficient opportunities for older pupils to plan and organise their work or develop their investigative and research skills. This is a shortcoming in the school's provision for pupils' personal development.
11. Pupils are polite and cheerful. They appreciate and show consideration for other people's feelings and respect their values and beliefs. They show respect for their own and others' property. Pupils are courteous and kind towards each other and to all adults working in the school and they make visitors feel very welcome. They move around the school carefully, in an orderly manner and hold doors open for each other. At playtime and when eating their lunch pupils are friendly and sociable. Relationships between adults and pupils are very good.
12. Attendance overall is satisfactory and at 94.3per cent is broadly in line with the national average. Unauthorised absence is below the national average. The previous inspection report noted that attendance was 96per cent so attendance has fallen. A small but significant minority of parents take children out of school for family holidays

and this has an adverse effect on attendance levels and inevitably, children's progress. Nearly all pupils arrive for school on time and, as a result, lessons start promptly at the start of the school day. Parents are very happy with the positive attitudes and values that the school promotes and feel they have a beneficial effect on their children.

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

13. The quality of teaching and learning is good throughout the school and has been maintained since the previous inspection despite the many changes of staff. A total of 43 lessons were seen and of these none were less than satisfactory. Nine per cent of lessons were excellent and a further 26 per cent were very good. This is a higher percentage of very good or better teaching than found at the time of the previous inspection. Forty-two per cent of all lessons were good and 23 per cent satisfactory. The weakness in the on-going assessment of pupils' attainment has been remedied, but the marking of pupils' work is still inconsistent, as is the setting of homework. These weaknesses were noted at the last inspection. The good teaching is a key factor in maintaining the standards in the school, as pupils acquire knowledge and develop skills at a good pace in most subjects.
14. In the Reception class, examples were seen of excellent teaching in physical development and very good teaching in creative development, although overall teaching in these areas of learning is satisfactory. The teaching in language and literacy is very good. The children are given many opportunities to explore and investigate the world around them and they learn much from their experiences. For example, the children explored different ways of drawing lines as a whole class group before experimenting for themselves. Through the use of skilful questioning, the children realised that letters, numbers and shapes are all made up of lines. The relationships between the adults and the children are excellent and all opportunities that arise to take children's learning forward are taken. The satisfactory, but weaker, element is in the weekly planning, which does not show how the activities in all areas of learning are linked together or provide sufficient opportunities for free choice of activities, including the choice to learn out of doors.
15. Throughout Years 1 to 6 the teachers have good knowledge of most of the subjects they teach, with particular strengths in music in Years 3 to 6. The teaching of basic skills in numeracy and reading is good. Teachers have a good understanding of how to teach letter sounds and blends and pupils' reading skills develop well. However, the teaching of skills in spelling and writing is only satisfactory. In some classes spellings are set as part of homework and this leads justifiably to parents' criticism of repetitive homework. The teaching of spelling patterns and rules is not embedded within literacy hours and tends to be an 'add on' to literacy lessons. The over-reliance on formal exercises and worksheets prevents pupils from developing their independent writing skills and leads to poor presentation of work. In numeracy lessons there are good, brisk introductory sessions which develop pupils' speedy recall of number facts and help them develop their strategies for solving mental calculations.
16. The teaching seen in science, physical education and religious education was good in Years 1 to 6, and in ICT it was satisfactory. In art and design, history, geography and music teaching seen in Years 1 and 2 was satisfactory. No secure judgement could be made on the quality of teaching in design and technology as only one lesson was seen. Teaching seen in art and design and music in Years 3 to 6 was good. Insufficient time is given to teaching some subjects in Years 3 to 6 to enable pupils to learn as much as they should or develop their investigative and research skills. This is

particularly evident in science where pupils have not devised their own experiments and in geography where pupils' knowledge of aspects studied is superficial. The poor library provision affects the development of independent research skills. There are examples of excellent teaching in English and music in Year 3 and in religious education in Year 6, with examples of very good teaching in all classes; these lessons included English, mathematics, music, physical education and religious education. The key factors in these lessons were the secure subject knowledge, the way the lesson was set in context, so pupils knew what they were expected to achieve, the high expectations of pupils and the brisk pace and challenging work. For example, in English, excellent teaching was seen where all elements of the literacy hour were included in the lesson which had very good pace throughout. The teaching of spelling patterns formed part of the actual lesson and pupils' reinforced their knowledge of suffixes and made very good progress in developing skills in note taking. The lesson was thoughtfully linked to work in science, which interested the pupils and they worked hard to complete their notes on key facts.

17. The strengths in the teaching throughout Years 1 to 6 are in the weekly planning, particularly for literacy and numeracy; the management of pupils, especially in cramped classrooms; the deployment of teaching assistants and the use of on-going assessment. The new learning, or consolidation of previous learning for different groups of pupils, is clearly identified in weekly planning. The learning objectives for lessons are usually shared with pupils at the beginning and evaluated towards the end. Pupils' own knowledge of their learning is very good as a result, they often share what they have learned, sometimes referring to their individual targets. For example, in Year 2 pupils said they had deepened their understanding of how to write in speech bubbles and in Year 4 pupils referred to their progress towards their individual targets in writing. Teaching assistants are deployed well in all lessons, during introductory sessions they either support lower attaining pupils or those with special educational needs to ensure they are fully included, or they observe pupils' participation and record their level of understanding during class discussions.
18. In satisfactory lessons one weakness is the pace of teaching, which is slow in part of the lesson, often the introductory session. In other lessons, all pupils are given the same worksheets to complete, which does not meet the learning needs of the more able pupils or some of those with special educational needs as their learning is hindered by insufficient or too great a challenge.
19. In many lessons, most pupils make good progress in their learning, acquiring knowledge or skills as they are sufficiently challenged and expected to work hard to complete their tasks. Pupils respond well, are usually interested in their work and retain their concentration throughout. Pupils' abilities to work independently are weaker as in many lessons teachers do not focus on teaching a group of pupils, but supervise all groups. Consequently pupils in most classes have not been taught to work independently. In addition, there are few opportunities provided for independent research work. Pupils throughout the school, with the exception of those with special educational needs, have a very good knowledge of their own learning. They have individual targets set for them in reading, writing and mathematics, evaluate their progress in achieving the learning objectives in lessons and, in some classes, the marking of their work tells them how to improve. However, marking is not consistent and in some cases pupils work is not marked, which is unacceptable.
20. Pupils with special educational needs are well supported in lessons, but their learning is only satisfactory because the targets in their individual learning programmes are

not specific enough, and in some cases are not reviewed often enough. They are included in class lessons wherever possible. The most able and some of those with special educational needs are not receiving appropriate challenge in all lessons and this is leading to some underachievement. The help from learning support assistants for pupils with special educational needs is good. They plan detailed work with class teachers and by asking further questions and giving useful clues, they help pupils to learn without losing confidence.

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

21. The curricular provision is satisfactory for pupils in the Reception class, Year 1 and Year 2, but is unsatisfactory for pupils in Years 3 to 6. The breadth of the current curriculum is satisfactory and meets the requirements of the National Curriculum, religious education and the areas of learning for children in the Reception class. However, it is lacking in balance due to the way in which time is allocated to different subjects, particularly in Years 3 to 6, and is not enabling pupils to develop skills and knowledge in a systematic manner. The curriculum in areas other than literacy and numeracy is planned through a two-year cycle of topics, with combined planning in Years 3 to 6 to accommodate mixed age classes. Planning has improved since the appointment of the new headteacher. However, current time allocations to subjects are leading to an unbalanced amount of time being given to topics that are subject based, without monitoring and evaluating whether that time is being used effectively to deliver the planned curriculum. For example, attainment in subjects such as design and technology and geography is below that expected nationally because of the way in which the time allocated to these subjects is not translated effectively into classroom practice.
22. The time allocated to specific subjects is unsatisfactory overall and is not reflected in class timetables. For example, in the Year 4/5 class an introductory lesson in design and technology successfully gave pupils experience of many different types of bread from around the world prior to pupils designing and making their own. Good use was made of pupils' writing skills in a well-planned worksheet that enabled them to record at length their thoughts and ideas. The following day, in a further lesson timetabled as design and technology, pupils worked on a range of data about the different types of bread to practise their skills in data handling and recording in the form of graphs. This was purely a mathematical lesson that, although with good links to pupils' previous learning, took up time allocated to design and technology. A science lesson in the same class later in the week demonstrated much better use of time. The science lesson focused on how the pulse rate increases after exercise and how long it takes to go down to a state of rest. Lots of data was generated by groups of pupils, but this was used the following day during a numeracy lesson to give opportunities for pupils to use their mathematical skills to plot their results in graphical form. The good links with other subjects were maintained but the time allocated for each subject was not misplaced.
23. Links to numeracy are better than for literacy because the National Numeracy Strategy is more securely embedded in the school's planning systems. The use of the National Literacy Strategy is not yet as secure. Amongst the staff there is a lack of consistency in the training undertaken for the implementation of literacy hours, which is affecting the teaching of writing skills and spelling. Similarly, there is no direct teaching of skills in ICT, with the result that the use of computers to support learning is not planned in a systematic and developmental manner. The school is beginning to use national guidelines for planning most subjects but these have not been used in a

consistent fashion across the whole school to have an impact on raising standards. The new headteacher has started to monitor planning more systematically than was the case in the past, but subject co-ordinators do not yet monitor classroom practice or have a clear view of standards in their subjects. The school does not yet have a coherent and whole-school approach to planning the curriculum.

24. Current provision for pupils with special educational needs is satisfactory but could be improved. The school should move quickly to appointing a co-ordinator (SENCO). At present the headteacher is acting as temporary co-ordinator but this is not helping the school to move quickly enough towards implementing the new Code of Practice. For example, the new regulations will require schools to meet the needs of some of these pupils in their daily classroom practice. At present there are high numbers of these pupils on the register whose needs are not met in some lessons as they are given the same tasks as other members of the class. The steps that pupils with special educational needs make are smaller than those of their classmates, each step is usually successful when teachers place the right amount of challenge to help them improve and make progress. More specific targets and more frequent time limits for review are required to enable pupils to make better progress. The monitoring and evaluating of these targets at more frequent intervals would improve the school's assessment of pupils' progress and help them to plan the next stage of learning.
25. The school does not yet have a policy or scheme of work to promote personal, social and health education but it already features in many aspects of the school's work. Its development is a target in the current school development plan. Good opportunities are available for pupils to talk about and explore relationships and support their personal development through 'circle time'. The school's council is being guided well by the headteacher to take on a more responsible role in the affairs of the school. Sex education and drug awareness are promoted satisfactorily. The school has an equal opportunities policy and is active in ensuring all groups of pupils have equal access to the curriculum.
26. The good range of extra-curricular activities and clubs enhances the curriculum for many pupils during and after school. They are better than normally found in schools of a similar size and are well supported by pupils and appreciated by parents. The community makes a very good contribution to pupils' learning. A good range of visits are made by pupils of all ages to support their learning in many subjects and include visits to such places as Bristol Explore Centre and City Museum by Years 5 and 6. Younger pupils have visited Caerphilly Castle and Chippenham Fire station. Use is made locally of Box Tunnel in work on transport and there is a residential visit to Exeter by the older pupils. Visitors to school have included representatives from the police, fire services, the local nurse and paramedics. Grandparents have talked to pupils about their own school experiences and leaders of different denominations visit to take part in the school's acts of worship.
27. The school enjoys good links with other institutions, particularly the secondary school and the local play group. At the present time, the school is developing links with Nottingham and Leicester Universities to take part in different research projects.
28. The provision for the spiritual, moral, social and cultural development of all pupils continues to be a strength of the school as it was at the time of the last inspection. The school, however, has not improved its provision for the cultural development of pupils since the last inspection to a similar degree.

29. The provision for pupils' spiritual, moral and social development is very good. Spiritual development is fostered sensitively through both whole school and class assemblies. This was seen to good effect when developing the theme of 'precious things'. In an assembly for Reception, Year 1 and 2 pupils, the teacher skilfully led pupils to appreciate that valuable things in terms of money were not as precious as some things that have less value. Pupils were carefully and sensitively led to the belief that life is precious. There are strong ties with the church, which are fostered well by the visits of the local vicar and other religious leaders. Children in the reception class have produced a book of 'things that made them say 'WOW'', and showed genuine delight when realising that letters and numbers are made up of lines. Pupils in a Year 2 gymnastics lesson burst into spontaneous applause for the efforts of other pupils. The provision for pupils' social development is equally strong. At lunchtimes, for example, older pupils in Year 6 act as 'buddies' to help the youngest in the Reception class when playing at lunchtime. When working in groups, pupils work effectively, share ideas and respect the views of others as was witnessed in a Year 3 literacy lesson where all groups were able to contribute to discussions in a meaningful way.
30. Teachers value the contributions of all pupils and are careful to ensure that all groups of pupils are able to take part in lesson activities. There are very good relationships throughout the school between pupils and all adults. Good use is being made of 'circle time' in lessons to develop pupils' understanding of right and wrong. These help pupils to be aware of the consequences of what they do and of telling the truth. All adults in the school provide very good role models for pupils, who develop good manners because they are consistently reminded to say please and thank you. Pupils are made fully aware of the impact of their actions on others because any incidents are fully discussed and teachers ensure that they are taught the difference between right and wrong.
31. The provision for cultural development is good, but could be better. More resources are needed to support teaching about the values and beliefs of other cultures. The school is close to Bristol, which could be used to support this aspect of its provision, for example, through visits to places of worship of other faiths. Some use is made in literacy lessons of the folk tales from other countries. The understanding of pupils' own culture is enhanced by their work in history and geography but is less well-developed through work in art and music.

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

32. Overall, the care for pupils is similar to that found in the last inspection. The school is a warm, welcoming community where all pupils are valued as individuals, their needs known and their achievements celebrated. Pupils throughout the school are expected to take responsibility for their own behaviour and actions and they respond well to this.
33. The school has very good arrangements for the care and protection of its pupils. All staff show care and concern for the welfare and safety of pupils and those spoken to during the inspection were appreciative of the care and support provided by the school.
34. Procedures for child protection are good and meet statutory requirements. The school adheres to the local agreement for child protection and the headteacher is the designated member of staff responsible for child protection issues. The school development plan includes giving further staff training to update their knowledge of how to identify and react to child protection issues. There is suitable liaison with other

responsible agencies, which ensures that additional help is available when needed.

35. The school, with appropriate governor involvement, undertakes a responsible approach to health and safety. The governors' premises committee walks around the school at frequent intervals. Any problems relating to the building or health and safety are logged in the meeting minutes and appropriate action taken. Regular safety checks of equipment are completed and fire drills are held at regular intervals. These are recorded correctly. Risk assessments, which are a statutory responsibility, are ongoing but not fully completed for individual work areas.
36. First aid procedures are implemented very well and there are a good number of trained first aiders. The school keeps very good medical records including those for a small number of pupils with particular medical needs. These pupils are also well supported through liaison with medical professionals and each of these pupils has a care plan. The needs and problems experienced by looked after children are also well known. Most are fully included in all lessons and other activities, only being withdrawn when their individual needs cannot be met within the classroom.
37. Procedures for helping children to settle in school are very effective and ensure that they soon get used to school routines and enjoy coming to school. Home visits for new entrants to the school are particularly effective. The good induction procedures help the children to make a good start to their school life. An appropriate programme is in place to ease pupils' transfer to the secondary phase of their education.
38. Procedures for monitoring and improving attendance are good overall. Records of attendance are properly maintained and comply with statutory requirements. Procedures for monitoring and promoting good behaviour are excellent. The school's behaviour policy is clear, detailed and effective. Each class has a set of rules and pupils have contributed to the formulation of these, which are displayed in classrooms. Lunchtime routines are well established and midday supervisors work effectively to ensure that the lunchtime is a pleasant social occasion. The very good behaviour seen during the inspection reflects the effectiveness of the school's approach to behaviour management.
39. Pupils with special educational needs are satisfactorily supported by individual education plans and are included in lessons as far as possible. Some of their targets are not specific enough to be able to assess their progress effectively and are not reviewed often enough for pupils to make good progress.
40. The procedures for assessing pupils' attainment are good and have been improved in the last year. All assessment information from baseline assessment, optional and statutory national tests and standardised tests is being collated into a computer program, along with teachers' assessments to enable the school to track the progress of each pupil from year-to-year more efficiently and effectively. This process has already led to the identification of groups of pupils in Years 2, 5 and 6 who would benefit from a boost to their performance. The use of assessment information is satisfactory overall; pupils have individual targets for literacy and numeracy, but their performance in national tests has not been analysed sufficiently to pinpoint the specific weaknesses in writing skills. On-going assessment through the marking of pupils' work is good in some classes, but is inconsistent and unsatisfactory where pupils' work is not marked.

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

41. A major strength of the school is the very good partnership it has developed with parents. They hold the school in very high regard and are very pleased with the school's values, academic progress and standards of behaviour. The previous report was also very positive about partnership with parents and these links have been maintained. At the parents' meeting, in the questionnaire completed prior to the inspection and in discussion with some of them during inspection week, parents were very supportive of the school and believe it encourages their involvement. They find the staff very approachable. Any concerns are dealt with promptly and effectively. They are pleased that their children like school. Inspection evidence supports the views of parents.
42. Appropriate steps are taken by the school to evaluate the effectiveness of its relationships with parents. For example, an evening meeting was held on the theme of creativity, when parents expressed the view that the curriculum had become too narrow and wished it to be more creative.
43. The school provides parents with a good level of information, which allows them to become involved in their children's education and to have a secure understanding of the school's work. This begins with good induction procedures. The school brochure is well presented, contains useful information on the taught curriculum and gives a helpful insight into many aspects of school life. The governors' annual report contains useful and relevant information about the work of the school and of the governing body. Both these important documents meet statutory requirements.
44. Regular newsletters sent home are written in an appropriate and friendly style. They keep parents well informed about school matters such as key dates and events, safety considerations for their children, teacher development days and extra curricular activities.
45. The school provides parents with an appropriate number of opportunities to discuss their children's progress, which includes annual written reports. Parents' evenings are reported as being very well attended and any concerns expressed by parents are recorded and fed back to the headteacher for appropriate action. Parents are also informed about their children's termly targets. This information is particularly useful to parents since it enables them to support their children's learning in a practical way. The annual reports to parents are of good quality and meet statutory requirements. There are opportunities for parents to discuss the contents of the report at a consultation evening in the summer term.
46. The contribution of parents to children's learning at school and at home is very good. Parents are actively encouraged to help in school and a significant number do so productively on a regular basis. They give time to activities such as listening to readers, helping in classrooms supporting children and escorting children to physical education lessons held in the village hall. Pupils' reading diaries are used effectively to encourage reading at home and also as a means of communication between home and school. This has a positive impact on the standards achieved.
47. The school has an effective and active 'Friends of Box School Association' whose work adds a further dimension to the life of the school. The substantial monies raised make a valuable contribution to school resources. Recent purchases include English and mathematics resources, flashback white boards and a contribution to the cost of coaches for a whole school visit. The Box Trust also benefits the school greatly by

making funds available to purchase new school equipment. This support is much appreciated by the school and increases pupils' learning opportunities.

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

48. The leadership and management of the school are satisfactory, with some strengths, but other areas still in the process of improvement. Since taking up his appointment in January 2001, the headteacher has formulated a clear vision of where he is leading the school, based securely on a thorough audit of all aspects of its work. His early priorities to maintain standards and improve other aspects, such as assessment and financial procedures, have been largely successful and the school's aims are well met in most respects. By the end of his first term the governors had been informed that the key issues contained in the previous inspection report had not been fully remedied. The former deputy headteacher had already decided to relinquish her responsibilities prior to the current headteacher arriving and so some time was taken up in enabling this to happen and subsequently filling the post. The new deputy headteacher, only in post for six weeks, is already leading by example in her classroom practice and planning curricular changes for implementation in the next school year.
49. There have been significant staff changes and some turbulence since the previous inspection and particularly in the last year, which have required careful management in order to build a new staff team and lead to improvement. Two very experienced teachers left the school and a more recent entrant to the profession was appointed, and needed to complete the induction year before taking responsibility for a subject. Whilst the headteacher has managed these changes well, the staff themselves are not yet working as a cohesive staff team which leads to some inconsistency in planning and classroom practice. There had been some reluctance to implement the National Literacy Strategy in the school evident when the current headteacher arrived. He has started to address this issue. Because the roles of curriculum co-ordinators had not been developed sufficiently since the previous inspection, the headteacher has been carrying too heavy a workload for the past year. Already steps have been taken to agree the roles and responsibilities of curriculum co-ordinators, with the mathematics co-ordinator putting the procedures into practice as a model for others. All the areas for improvement noted in this inspection have been identified and reported to governors.
50. The headteacher has had to review the responsibilities delegated to individual teachers to reflect the expertise among the staff and their experience. Having completed this he is now in a position to move at pace. The monitoring of standards and provision has improved significantly in English and mathematics, but in some other subject areas is unsatisfactory and has not improved sufficiently since the previous inspection. This is partly owing to the many changes of staff, but also to early progress in developing the roles of co-ordinators, noted in the local education authority's reports, not being sustained and becoming embedded. This would have meant that staff still in post would have been monitoring standards and provision in their subjects and taking some of the responsibility away from the headteacher. The improvement in the presentation of pupils' work has also been unsatisfactory since the previous inspection, as teachers' expectations of what is acceptable are not high enough. This issue could have been remedied more quickly. The management of the provision for pupils with special educational needs is satisfactory, but the school is not moving quickly enough towards implementing the new Code of Practice with insufficient training for staff and governors. The school supports its provision for

pupils with special educational needs appropriately through funding from the school budget. The school has good capacity for improvement.

51. The monitoring of teaching in order to support staff, maintain the good quality and so sustain standards has taken place through the performance management process and this has been successful. Feedback on areas for development is given to individual staff and these are followed up in future observations. There has been some slippage in the time scales and the review of staff targets has not yet taken place, owing to the appointment of the new deputy headteacher, who is to take over some of this work. A teaching and learning policy agreed by staff is now in its final draft form and this has the potential to lead to more consistency in approach. The monitoring and analysis of standards has improved in the last year, with the use of a computer program to collate all the information on individual pupils, enable a thorough analysis to be undertaken and the progress of individual pupils to be tracked from year to year. The class teachers do not have targets for the overall performance of their class to ensure the school is on course to meet its targets for the end of Year 6. Taken overall, the monitoring and evaluation of the school's performance is satisfactory and improving.
52. The school's development plan is satisfactory, identifies the most relevant priorities for improvement and has appropriate action plans. However, there are no time scales for the completion of aspects of the plan, no priorities for action and training needs are not clear. For example the literacy action plan has question marks against training needs, which have not been followed up to determine the costs and availability. The evaluation column is blank showing no formal evaluation to date. The plan for developing ICT is weak, merely being a list of actions. The headteacher and curriculum co-ordinators produced the plan, following the audit, as a transitional document until a more strategic plan for the longer term development of the school could be agreed. The next plan will need to include all required elements if it is to be a useful document to drive school improvement.
53. The governors meet all their statutory responsibilities and make a satisfactory contribution to shaping the direction of the school. They have a sound understanding of the strengths and weaknesses, but lack rigour in monitoring academic standards. The headteacher is working with governors to sharpen their practice. The governors are totally committed to their work, have satisfactory procedures for overseeing the budget and provide strong links between the school and the local community. The action plan from the previous inspection was monitored initially when good progress was being made in overcoming the key issues, but this has not been sustained with the changes in staffing, and the momentum in overcoming the issues has been lost.
54. The school makes satisfactory use of its resources. The projected deficit in the school budget was turned into a small surplus through careful management and reviewing budget headings. The administrative assistant manages the budget well on a daily basis having taken over some of the responsibilities undertaken by the previous headteacher. The use of management information systems to support the efficiency of the school is good. All the specific grants and other funding are used solely for the designated purposes and are leading to more effective management and provision for the pupils. For example, the training in the use of assessment information has led to individual pupil targets. The recommendations from the most recent auditor's report have been implemented. There are sufficient staff and a good number of teaching assistants who support pupils' well in their learning. Overall resources for learning are satisfactory, although there are some inadequacies in the range and quantity of books in the library and for use in literacy hours. The range of

non-fiction books is a particular weakness. The school applies the principles of best value satisfactorily, but is not yet comparing the cost of educating a pupil in this school with similar schools to ensure value for money is being provided. The accommodation is just adequate for the number of pupils, with good use being made of the local Selwyn Hall and the recreation field adjacent to the school to supplement the accommodation available.

55. Taken overall, the leadership and management of the school are similar to that found at the time of the previous inspection despite all the changes in staff. The school is well placed to improve more rapidly with the structures now put in place and the appointments made in the last year.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to maintain the above average standards at the end of Year 6, the headteacher, and staff, supported by the governors should:

- (1) improve standards in writing by the end of Year 6 to match those in reading by:
- implementing the National Literacy Strategy more effectively in literacy hours;
  - reducing the reliance on the use of worksheets in English and other subjects;
  - expecting pupils to apply their knowledge of spelling patterns in their written work;
  - marking all the pupils' work so they know where they need to improve.

Discussed in paragraphs 15, 19, 23, 66, 69, 71, 87,

- (2) improve the curriculum for all pupils, but particularly in Years 3 to 6 by:
- allocating enough time for all subjects to be taught in sufficient depth and to help raise standards in design and technology and geography;
  - making more effective cross-curricular links so pupils acquire knowledge and develop skills in a systematic way;
  - planning more opportunities for practical investigative work and independent research;
  - implementing a whole school approach to planning in all subjects;

Discussed in paragraphs 16, 21, 22, 23, 82, 94-96, 98, 100,101,102,

- (3) raise the attainment of the most able pupils and of some pupils with special educational needs by providing appropriately challenging activities in all lessons.

Discussed in paragraphs 66, 68, 69, 73, 77, 78, 83, 86, 87, 98, 100, 102, 103, 107.

- (4) develop the roles and responsibilities of curriculum co-ordinators to enable them to monitor planning and standards and so make effective contributions to school self-evaluation and review.

Discussed in paragraphs 49, 58, 72, 82, 88, 93, 102, 109.

- (5) improve the presentation of pupils' work by:

- raising teachers' expectations of what is acceptable;
- ensuring an agreed policy for presentation is followed in all classes;

Discussed in paragraphs 69, 70, 75, 81, 82, 101.

In addition to these key issues, the governors should consider including the following minor issues in the action plan:

- a) planning more opportunities for the direct teaching of skills in information and communication technology.

Discussed in paragraphs 6, 113.

- b) placing more emphasis on preparing pupils for life in a multicultural society.

Discussed in paragraphs 31, 117, 118.

- c) improving the range and quantity of books in the school library.

Discussed in paragraphs 54, 68.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	11	18	10	0	0	0
Percentage	9	26	42	23	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	154
Number of full-time pupils known to be eligible for free school meals	9

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	44

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	5.6%

#### Unauthorised absence

	%
School data	0.1%

National comparative data	5.6%
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National comparative data	0.5%
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	8	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	7	8	7
	Total	18	20	19
Percentage of pupils at NC level 2 or above	School	82(88)	91 (94)	86 (82)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	10	10
	Girls	7	7	7
	Total	18	17	17
Percentage of pupils at NC level 2 or above	School	82 (82)	77 (82)	77 (88)
	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	14	11	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	14
	Girls	11	10	11
	Total	22	24	25
Percentage of pupils at NC level 4 or above	School	88 (95)	96 (82)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	9	8	10
	Total	21	21	24
Percentage of pupils at NC level 4 or above	School	84 (86)	84 (91)	96 (86)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	140
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)	7
Number of pupils per qualified teacher	22
Average class size	26

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

Total number of education support staff	6
Total aggregate hours worked per week	92.75


### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **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	2000/01
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	£
Total income	330,939
Total expenditure	329,292
Expenditure per pupil	2,058.07
Balance brought forward from previous year	3,518
Balance carried forward to next year	5.165

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	154
Number of questionnaires returned	79

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	41	0	0	0
My child is making good progress in school.	51	48	0	0	1
Behaviour in the school is good.	57	42	0	0	1
My child gets the right amount of work to do at home.	34	46	15	4	1
The teaching is good.	70	27	3	0	1
I am kept well informed about how my child is getting on.	49	35	14	0	2
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	65	33	1	0	1
The school works closely with parents.	42	51	8	0	0
The school is well led and managed.	58	39	0	0	3
The school is helping my child become mature and responsible.	57	41	0	0	2
The school provides an interesting range of activities outside lessons.	28	43	25	1	3

### Other issues raised by parents

Fifteen letters were received from parents, eight praised the work of the school with other issues raised relating to the provision for the most able and potentially gifted pupils; the repetitive nature of homework in some year groups and the lack of communication between teachers and midday supervisors.

## **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**

57. The provision made for children in the Foundation Stage is good and has been maintained since the previous inspection. The Reception classroom with the added conservatory extension provides an adequately resourced, safe and secure environment for learning. Children begin to attend from the September after their fourth birthday. Children whose birthdays fall between January and August initially attend part-time. Parents are helped to find out more about how children learn by notices, leaflets and opportunities to help in class. Analyses of assessments on entry to the reception class confirm the inspection findings that the majority of children enter school with skills that are above average for their age. This particularly applies to personal, social and language skills. Overall good teaching enables children to make good progress and achieve well in most areas of learning. The large majority of children are on course to achieve above average standards in all areas of learning, by the end of their year in Reception. Many children have already achieved the levels expected and a good number are working within the early levels of the National Curriculum. Children with special educational needs and the most able make satisfactory progress in relation to their prior attainment.
58. The management of the foundation stage is effective and facilities for these children are well organised. All nationally agreed areas of learning are covered and the curriculum provides experiences for the children that are firmly based on the nationally identified targets for early learning. Planned activities ensure that small steps of learning are firmly built into the work areas such as sand, water and role-play and these are used well to develop vocabulary. The quality of teaching is good overall, and is focused on activities that are regularly assessed. This helps staff plan the next stage of children's learning. The teacher and teaching assistants form very good relationships with children. The school has introduced most of the recent national guidelines in the provision for young children, but has not taken part in training for early years' practitioners. It is therefore unaware of some expectations of the new curriculum and the planning has weaknesses. It does not take sufficient account of the objectives children need to achieve, for example the need to provide opportunities for children's independent learning so they make choices, investigate and problem solve both indoors and out with appropriate supervision.

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

59. Social skills are very well developed when children start school, they continue to make good progress in this area of learning due to the positive role models provided by the staff and the high expectations that children will work and play together. The good teaching they receive enables children to learn effectively. Opportunities for reflection and intellectual development challenge children and take them forward in their knowledge and spiritual development. The very good management of behaviour and the continuity of routines help to make children feel secure and encourage the development of personal skills. There are opportunities for children to work in groups but limited chances for children to make choices that promote independent learning. Very good relationships exist between staff and children; they know the children well and constantly seek opportunities to raise their self-esteem. Those with emotional or behavioural difficulties are well supported. In snack time children are polite and considerate to one another. In class sessions, children's listening skills are very good they take turns to speak and carry out the teacher's instructions with increasing

confidence. They understand what is expected of them, are able to take turns and share. They learn to relate to adults and other children and to have a sense of right and wrong. By the end of their time in reception, a significant number of children have skills that are well above expectations for their age due to the good teaching provided.

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

60. Children's language development is above that expected for their age when they start school. Good teaching encourages them to improve their speaking and listening skills and the planned timetable gives opportunities for children to interact with adults and to communicate their thoughts, feelings and ideas. Children quickly gain the confidence to talk to others in the class and most ask for help when they need it. They join in games and discussions, listen to and follow the teacher's instructions accurately. Listening skills are taught well through songs, games and story. Children take part in story sessions and listen to tapes. They learn to join in rhymes and songs, to handle books carefully and understand that print carries meaning. Books are readily accessible to children in the classrooms and they enjoy the comfortable surroundings of a reading corner. Books can be taken home on a regular basis with parents encouraged to share in their children's learning by the use of reading diaries. Children enjoy listening to stories and many can express in their own words what they have heard. By the end of their time in Reception the majority of children's speaking skills are on course to be well above the national average. The teaching of letters and sounds encourages reading skills and the majority of children are already reading above the level expected for their age. More able children are beginning to write short sentences and the majority of children can write their own names and read simple words independently. Teachers and support assistants continually encourage children's language skills. Children with special educational needs are supported well in their learning and fully included in lessons. The teaching in this area of learning is very good and all children achieve well.

### **Mathematical development**

61. Children enter the Reception class with mathematical skills above that expected for their age. They are taught well and make good progress in counting and in recognising shapes and patterns. Most children are well on track to achieve, and a significant number to exceed, the level expected by the end of the year in the Reception class. They learn number rhymes and play counting games and songs. They experiment with water and sand and gain an early understanding of capacity. Children begin to learn number recognition and to match one object to another. Whole class numeracy sessions matched to the National Numeracy Strategy enables children to make good progress in their mathematical learning. They can count reliably to twenty and many can write these numbers. They can add numbers to ten and sometimes to 20. They recognise a circle, square, rectangle and triangle and can place number cards behind, in front, before or after and generally form numbers correctly. The most able children are already working within the National Curriculum attempting simple addition and subtraction. Most children can add or subtract one from a given number and count backwards from twenty. Teaching of this area is good and the children achieve well.

### **Knowledge and understanding of the world**

62. Children have had good pre-school experiences and have above average knowledge and understanding on entry to school. The environment provided in the Reception class further enriches these skills and has a positive impact on their learning and a

significant majority are on course to exceed the level expected by the end of their year in Reception. Opportunities for first hand experiences such as 'Space week' or a 'Teddy Bears' picnic' stimulate the children's curiosity and vocabulary skills. Role-play, small world and wood materials are used to stimulate their imagination using words and knowledge they have acquired. Children, with support from adults, explore the natural world in sand and water play. All children have access to the computers; however, none were observed using them during the inspection. Visits and visitors extend children's knowledge and understanding of the world around them for example about colours during 'Pooh Sticks' walks. Such good provision extends the children's world beyond their immediate environment and prepares them well for their work in the National Curriculum. Teaching in this area of learning is good and the children achieve well.

### **Physical development**

63. Physical skills develop well and standards are above average. Most children are on course to exceed the levels expected by the end of their year in the Reception class, in certain aspects of their development. In structured lessons teaching is good, with an example of excellent teaching seen. The children showed a sequence of rolls and jumps and practised in order to improve their skills. They move confidently and safely and are aware of their own space and that of others. There are, however, insufficient opportunities planned for children spontaneously to improve their large-scale movement skills outdoors by, for example, running, balancing, climbing, hopping, skipping, throwing and catching or propelling wheeled toys, although sufficient resources are available. Consequently, their achievement is satisfactory in this area of learning.
64. There are good opportunities for small-scale physical skills in small world toys, construction sets and the use of pencils, brushes, glue spreaders and scissors. Nevertheless there are limited opportunities for children to select and use these resources independently as the activities, which involve these skills, are in the main chosen by the teacher. The majority of children develop more formal skills such as turning somersaults when directed by the teacher and are enthusiastic about dance, moving with enjoyment. Further challenge in physical skills would enable the children to practise and refine their skills with imagination and control. Overall teaching in this area is satisfactory.

### **Creative development**

65. Children make sound progress and achieve satisfactorily. Standards are above average with most children on course to achieve and some to exceed the levels expected by the end of their year in Reception. In art, they learn that lines are long, short, horizontal or wiggly and know that a Cyclops has one eye. Children are beginning to paint people adding features in increasing detail. Under the teacher's direction they experiment with different techniques; for example paint mixing, marbling, wax resist and 'paper engineering'. They extend their cutting and gluing skills in activities such as making puppets of 'people who help us' and use a variety of fastening skills with sticky tape and glue. Work is attractively displayed so that the children can appreciate the value placed on it. Children use instruments to make music or create sounds to go with a story. They enjoy singing and join in choruses of hymns. They have a repertoire of familiar songs. However many of the planned activities limit children's freedom to explore, experiment and develop their creativity. Where such opportunities are provided, teaching is better and occasionally very good, for example when exploring different ways of drawing lines. There is an over-reliance

on teacher-directed rather than child-initiated activities. Over the year learning in this area is satisfactory as opportunities for average and more able children to be extended and challenged are limited. Teaching in this area of learning is satisfactory overall.

## ENGLISH

66. Standards of work are above average at the end of Year 2 and are well above average at the end of Year 6. Most pupils throughout the school achieve well, but the most able are underachieving, as are a few pupils with special educational needs particularly in their spelling and writing. This underachievement is due to the approach to teaching these aspects. Overall standards have improved throughout the school since the previous inspection. However, standards in writing are not as high as standards in reading, speaking and listening, and are not high enough because the National Literacy Strategy has not been implemented effectively. The standards achieved reflect the proportion of time allocated to teaching the subject, which is higher than in most schools, particularly in Years 1, 5 and 6; the support given by parents in hearing pupils read at home and the improved teaching overall in Years 1 and 2. Overall standards reach well above average levels at the end of Year 6, because high standards in reading compensate for lower standards in writing. Current standards are similar to those achieved in national tests in 2001. There is a downward trend in standards since 1999 at the end of Year 6 because standards in writing have not improved sufficiently. The attainment of boys and girls matches the national pattern; the 2001 results at the end of Year 2 were the best ever for boys in the school. There is no significant difference in the current attainment of boys and girls.
67. In speaking and listening, standards are above average at the end of Year 2. Pupils have many opportunities to develop their speaking skills and extend their vocabulary through whole-class discussions and when working in small groups. Pupils listen attentively in most lessons, the only exception being in some Year 2 lessons, when the pace of teaching slows and pupils are eager to move on. Pupils speak clearly and with confidence, for example when discussing different face shapes in Year 3. Teachers place strong emphasis on extending the pupils' range of vocabulary in lessons in all subjects and so by the end of Year 6, pupils have a very good vocabulary and standards are well above average. Listening skills are very good and pupils ask questions in a polite way if not sure of something a teacher has said. Pupils give reasoned views about books they have read, backing up their opinions with information. When redrafting their planning, for example, prior to writing poems about emotions in Year 6, pupils improved on the words they intended to use to make them more powerful and extended their vocabulary through the use of a thesaurus. Pupils are articulate, confident speakers by the time they move to secondary school.
68. In reading, pupils achieve well and standards are above average at the end of Year 2 and well above average at the end of Year 6. In the 2001 National Curriculum tests all the Year 6 pupils reached the expected level for their age or higher. In Years 1 and 2 pupils make good progress in developing their phonic skills, their strategies to attempt to read unfamiliar words and their confidence and fluency in reading. Less able pupils use contextual clues successfully to help them read unfamiliar words, but do not always follow the punctuation when reading. Pupils read to adults frequently, either in school or at home and this is beneficial to their progress. By the end of Year 6, most pupils read accurately and with expression as they pay due regard to the punctuation. They develop a critical appreciation of a range of books and are able to talk with discernment about different authors, such as J K Rowling. The oldest pupils are adept

at finding the information they need from different sources and are equally confident in reading non-fiction books and poetry. The weakness in pupils' ability to read aloud, identified in the previous report, has been overcome. The reading skills of the average and above average pupils are well developed and they are confident in reading a range of texts. The reading skills of those with special educational needs are sufficiently developed for them to cope with most texts, particularly with the support they receive. Most pupils are members of the local library, which they use to find information for topics being studied in other subjects, as the school's library does not have a sufficient range or quantity of books. They understand how books are organised in the library and so can access the information they need. Reading skills are not sufficiently promoted in other subjects by independent research work.

69. Standards in writing are above average at the end of Year 2 and Year 6, but could be higher. Whilst pupils in Years 1 and 2 achieve satisfactorily and make good progress in understanding story structure, sentence construction and spelling patterns, pupils in Years 3 to 6 could do better. This was reflected in the results of national tests in 2001, where only 60 per cent of pupils achieved the expected level for their age in writing, compared with all pupils doing so in reading. This gap is wider than found nationally. The National Literacy Strategy has not been implemented successfully and all elements of the literacy hour are rarely evident in lessons. Far too much time is given to completing formal exercises on worksheets and the new learning is not always transferred into pupils' independent writing, as it should be, because pupils see the exercises in isolation to other work. There is little evidence to show pupils understand how to write letters for different purposes such as to complain about a product, or to write persuasive text. The school's approach is to teach spelling as a 'bolt on' rather than an integral part of the literacy hours, and it often forms part of homework. The school uses a commercial programme in spelling for supporting the less able pupils and those with special educational needs, which has been in use for some time, but which is not overcoming the pupils' problems satisfactorily. More recent national guidelines, such as the additional and early literacy strategies have not been considered as alternatives. Pupils do not have enough opportunities to write longer stories and record their work independently, not only in English, but in other subjects as well. This is because of the heavy reliance on worksheets, which restrict the amount pupils can write and do not encourage them to set their work out neatly for themselves. Consequently, more able pupils underachieve and the presentation of work is unsatisfactory overall. The scrutiny of work revealed pupils do not record their scientific experiments independently, have few opportunities to write letters for different purposes, rarely write accounts of historical events and because they do not use lined paper when writing, their handwriting is often large. In all year groups pupils use computers effectively to produce neat final drafts of their work and, to develop skills in word-processing. When pupils have opportunities to write stories or poems, these are of good quality, with accurate use of punctuation, good ideas and appropriate use of words for effect. For example, the poems about emotions written by pupils in the Year 5/6 class used words effectively to create a feeling of misery or hatred.
70. There are signs of a more consistent approach to the teaching of handwriting and joining letters, with pupils developing a cursive style when ready to do so. However, teachers' expectations of pupils' presentation of their work are not high enough, rubbers are used too frequently instead of pupils being encouraged to think carefully before they write. In this aspect, there has been insufficient improvement since the previous inspection. The action taken to overcome the problem, specified in the action plan, has not been successful, partly due to staff changes and the new procedures not being firmly embedded.

71. The quality of teaching is good overall, but varies between year groups in correlation to the quality or amount of training undertaken by individual teachers, particularly in implementing the National Literacy Strategy. Overall, the teaching and learning are good in Years 1 and 2 and in Years 3 to 6, with pupils making good progress in Years 1, 3 and 6, but satisfactory progress in Years 2, 4 and for Year 5 pupils in the same class as Year 4 pupils. The strengths in the teaching are in sharing the learning objectives with pupils at the beginning of lessons and checking pupils' knowledge and understanding of their learning towards the end. Lesson planning is good and indicates what pupils of differing abilities will be expected to do. In the most effective planning the teachers focus clearly on what pupils are expected to learn, rather than do. An excellent lesson in Year 3 resulted from the brisk pace and all elements of the literacy hour being incorporated. The work on spelling patterns was very effectively followed up in a challenging activity where pupils developed their skills in note taking. Very good teaching was evident in Year 6 where pupils had used planning sheets for the first draft of their work, improved on this by redrafting, before using the plan to write their poems, which were of good quality. The weaknesses in teaching are in not focusing on one group of pupils during lessons, teaching them specific skills, or improving their writing through discussion and modelling. Whilst pupils are engaged in written work, teachers tend to supervise rather than teach. Some work is not marked and this is unacceptable, as pupils do not know what they have to do in order to improve.
72. The management of the subject is unsatisfactory. There is no monitoring of planning or standards and so no secure overview of provision. This is leading to the lack of consistency in the school's approach to implementing the literacy strategy. Training in the analysis of assessment information has been undertaken recently and the information for individual pupils is now being collated onto a computer program where it can be monitored and the progress of individual pupils tracked. This is an improvement since the previous inspection. Taken overall, improvement since the previous inspection has been satisfactory, but could have been better with more effective management.

## **MATHEMATICS**

73. Standards of work are above average at the end of Year 2 and Year 6 and this is a similar position to that found at the last inspection. Most pupils make good progress and achieve well, establishing a firm foundation of numeracy skills. There is evidence that more able pupils are being insufficiently challenged and they are underachieving. The work does not always match the abilities of all those pupils with special educational needs and achievement is satisfactory for these pupils. Teachers' methods of checking levels of attainment in Years 1 and 2 are not always secure and reflect a lack of understanding of what pupils need to do to achieve a particular level, especially more able pupils.
74. A current priority for the school is to give extra support to groups of able and more able pupils in order to help them gain even higher results in national tests. The new computer assessment program introduced by the school, which tracks pupils' progress from the time they enter is helping the school set even more challenging targets based on test results and factual knowledge about pupils' capabilities.
75. In Year 2, pupils can mentally add and subtract numbers to 20. More able pupils mentally add and subtract numbers to 30 and also work out different ways of calculating using addition, subtraction, multiplication and division, for example 39

divided by 13 is three, 13 multiplied by three is 39. The majority can recognise most odd and even numbers, add simple sums involving small amounts of money and add 10 to numbers. In Year 1 pupils see patterns when counting in 5's and ordering numbers. The more able can put numbers in order from 1 to 99. Those of average ability order numbers from 1 to 50. All pupils record their work appropriately if not always tidily.

76. In Year 6, most pupils already have a thorough grasp of many of the key skills expected at age eleven and a significant number are working at a higher level. They can round numbers to one thousand, add and subtract in hundreds, tens and units and sometimes beyond. They can measure angles to a degree of accuracy using a protractor and many know that angles inside a triangle add up to 180 degrees and can identify acute, obtuse and right angles. Pupils of all abilities are developing secure mental and written calculation skills. Although pupils have a good grasp of simple probability and are beginning to interpret graphs, their work in data handling is not extended sufficiently through the use of ICT.
77. Throughout Years 1 to 6, the range of learning opportunities is lacking in the more practical aspects such as investigation, exploration and problem solving. There were too few examples of work on shape, space, measures and data handling. The main focus of the work seen was based on a narrow range of numeracy skills. This inhibits pupils' mathematical learning.
78. Overall, the quality of teaching and learning is good in Years 1 to 6, but ranges from satisfactory to very good. The National Numeracy Strategy is now firmly embedded in the school's curriculum and supports the teaching. However, there are insufficient opportunities for pupils to use their numeracy skills in other subjects, for example geography, design and technology or ICT. Teachers are secure in their knowledge of the strategy and are beginning to match tasks carefully to pupils with a wide range of abilities. The use of teaching assistants is satisfactory, although opportunities could be extended to support more able pupils and those with special educational needs in their learning. Where there are shortcomings in teaching they are due to a lack of pace in the lesson or work not sufficiently matched to pupils' needs, particularly the more able and those with special educational needs. This leads to deterioration in the usually high standard of behaviour. In the most effective lessons, the pace is brisk, particularly in the mental sessions, tasks are well matched to pupils' abilities, practical activities are used to support pupils' learning and effective links are made to previous knowledge and understanding.
79. Teachers place appropriate emphasis on the development of numeracy skills and opportunities are made to extend speaking and listening skills when pupils are asked to explain how they worked out their answers. Throughout the school, good progression in learning is made with the exception of the most able, and some pupils with special educational needs who make only satisfactory progress. Teachers ensure that all pupils are included equally well in the learning of mathematics.
80. The successful introduction of the National Numeracy Strategy has resulted in a consistent approach to teaching, but there is still insufficient emphasis on practical problem solving activities and handling of data by drawing and interpreting graphs. Teachers are secure in their knowledge and generally build on previous learning. Where learning is good the more able pupils are given challenging work, which requires them to think hard and use mental strategies to find out answers. Year 3 pupils for example find ways of calculating numbers from 1 to 20 using only the

numbers 3,4,5,and 6.They think hard and discuss their strategies with one another which takes their learning further. In most lessons, learning objectives are shared at the beginning to keep pupils' minds focused on what they are expected to achieve. Where teachers sum up their lessons by referring back to the objectives of the lesson teaching and learning are at their best.

81. Pupils' attitudes are very good. In most lessons they listen attentively to their teachers unless work is too easy or too difficult when they can become more inattentive. When given the opportunity to take part in practical problem solving, applying their knowledge of mathematics they discuss and test theories, which advances their learning. On the rare occasions when behaviour is less than good the teacher does not make sure that all pupils are sufficiently involved in whole class activities by asking questions that suit their abilities. Occasionally pupils do not complete enough work in group tasks. The presentation of work is often less than satisfactory.
82. The subject is satisfactorily led. The co-ordinator has had some training but her role is under-developed. Some monitoring has been undertaken to check on the progress of planning, teaching and learning in some lessons but not across all year groups. She has made efforts to analyse the results of national tests and passed the findings to staff to help in their lesson planning but is not sure of the effectiveness of this action. Links with ICT are underdeveloped owing to the limitations of some of the hardware and this hampers progress. Some issues from the last inspection have been addressed but others such as presentation, challenging more able pupils and targeting work for pupils with special educational needs are still areas for improvement. The role of the co-ordinator is not fully understood which was an issue for the school at the last inspection. She has, however, successfully implemented the National Numeracy Strategy throughout the school, which is reflected in the good achievement and standards reached by the large majority of pupils.

## SCIENCE

83. The above average standards found at the time of the previous inspection have been maintained both at the end of Year 2 and Year 6 and most pupils achieve well. Inspection evidence and scrutiny of pupils' previous work show that current attainment by Year 6 is very securely in line with that expected for this time of year and the school is well placed to match last years' national test results. Similar evidence for pupils in Year 2, however, shows that the school has still not fully addressed the issue of provision for more able pupils. Scrutiny of their current work shows that no higher Level 3 work has yet been planned for these pupils. The school still needs to raise levels of attainment of more able pupils as they are underachieving. The newly appointed co-ordinator already has plans to create a portfolio of pupils' work assessed against the levels of the National Curriculum to support staff in their assessments at the end of Year 2.
84. By the end of Year 2, pupils can identify common forces such as pushes and pulls and relate them to the effects in their everyday life. They know a range of light sources and can successfully wire a simple electrical circuit to light a bulb. In a Year 2 lesson seen on materials pupils developed a good vocabulary of the subject. The teacher made good use of resources, such as a block of ice, to interest and motivate pupils and, to look at and consider the changes that happen to materials. Good questioning skills enabled all groups of pupils to contribute to the discussion and extended their knowledge and understanding of the effects of changes on materials very well. Good use was made of literacy skills in the descriptive writing of some pupils. Similar good links with numeracy were seen in a Year 4/5 lesson on how the

pulse rate increases with exercise and the time taken for it to return to normal. The data gathered by pupils was used well in a following mathematics lesson to develop pupils' skills of recording in the form of graphs. The Year 6 lesson followed similar planning but the work was done as a whole-class exercise in more depth, with the recording directed by the class teacher. Both lessons successfully developed pupils' knowledge of the function of the heart and lungs but were over-directed by teachers so that pupils, for example, did not have the opportunities to devise and run their own experiments. Scrutiny of previous work shows that pupils have a sound knowledge of fair testing and can make sensible predictions before testing. They know that vibrations cause sounds and more able pupils can distinguish between pitch and volume. Their knowledge of forces is less well developed. They know that gravity and air resistance are forces but cannot explain clearly how friction works as a force.

85. Pupils with special educational needs receive good guidance in class from learning support assistants, who help to reinforce the teachers' explanations and instructions. When not having additional support, teachers are careful to ensure that these pupils are included in activities and discussions. They make satisfactory progress in lessons.
86. The majority of pupils continue to make good progress in acquiring a scientific body of knowledge as they mature. However, scrutiny of their previous work and talking to pupils shows that they are not developing a corresponding level of understanding. Too much reliance in the past has been placed on worksheets that have been allowed to take the place of teaching rather than supporting learning. All groups of pupils, including more able and those with special educational needs, follow the same range of work and use the same worksheets. Recording is often in the form of single words or short phrases and does not allow pupils to develop their own ideas and opinions about what they have learned. Older pupils, for example, are not required to plan their own experiments and this does not allow them to develop their skills of investigation effectively.
87. In the three lessons seen the overall quality of teaching and learning was good, which is similar to that at the time of the last inspection. Lessons are well managed and teachers' subject knowledge is used well in the ways they question all groups of pupils so that they can contribute to the lesson. This was seen to good effect in the Year 2 lesson, where the teacher constantly referred back to the objective of the lesson so that pupils were always aware of what they were learning. However, as was the case at the time of the last inspection, in some lessons the activities for more able pupils were not sufficiently different from those of other groups of pupils to enable them to make the progress of which they were capable. This is particularly true in the upper junior classes where the scrutiny of previous work shows that all groups of pupils across all three classes are following the same range of work. This is leading to repetition, particularly as all pupils are using the same worksheets. Recording on these worksheets is often limiting the development of pupils' understanding because they do not have sufficient opportunity to expand and develop their ideas and opinions.
88. Past planning shows that the time allocated to science in some classes is below the average time found in most primary schools. In addition, because of the way that science is integrated into topics, it is not always taught on a regular basis particularly if the topic pupils are studying does not have a science focus. The new co-ordinator has only been in post a few weeks but is already aware of the shortcomings in teaching and learning in the subject. She has drawn up an action plan to address many of the issues outlined above. The school is adopting the scheme for science drawn up by the local education authority; this has been agreed by all staff. An audit

of current resources available to match the requirements of the scheme of work may help teachers to plan more effectively and make best use of the equipment. At the present, there are no systems for assessing standards in science other than the results of national tests and the school is aware of the need to develop this aspect of its provision. Current assessment procedures are not effective in allowing teachers to use the information they collect to plan the next stage of learning for the different groups of pupils. The development of the monitoring and evaluating aspects of the co-ordinator's role is an area of improvement for the school.

## **ART AND DESIGN**

89. Standards of work are average at the end of Year 2 and rise to above average at the end of Year 6 due to the overall good quality of teaching. Since the previous inspection, standards have been maintained at the end of Year 2 and have improved at the end of Year 6, as more emphasis is now being placed on developing pupils' creativity.
90. In Years 1 and 2, pupils of all abilities experience a wide range of materials, develop their observational skills and achieve satisfactorily. They increase their ability to represent what they see and feel, showing good use of colour to achieve the desired effect, for example in their portraits using pastels in Year 2, where different colours were used to portray feelings. They have created individual designs for fantasy transport, selecting materials with great care, and successfully representing their ideas. Their skills in making models and sculptures also develop satisfactorily, with current work leading to creating a sculpture of their favourite place. The pupils have a good understanding of how sculptors approach their work. The pastel portraits are followed through in three-dimensional work using papier-mâché.
91. Pupils' observational drawing skills develop well in Years 3 to 6 and are a particular strength. They show good understanding of proportion and the use of perspective in their drawings by the end of Year 6. Their pencil sketches of people are of very good quality, showing great attention to detail in the clothing and very careful shading to show the effect of light. Their painted self-portraits show good colour mixing skills, such as in their representation of hair colours. Pupils mould clay into pots, making good attempts at getting the rounded shapes they want and some attached handles successfully. These are then decorated with designs similar to those found at the time of the Ancient Greeks. They develop their creativity further through creating eye-catching collages, and batik leaf designs. A few pupils show particular talent in art. There are effective links to other subjects that support pupils' learning. However, there are weaknesses in pupils' knowledge of the work of famous artists. The only famous artist who they could name and discuss the work of was Picasso. They do not have sufficient knowledge of the different techniques used by famous artists to achieve the desired effect. This is partly due to limited resources. Only in Year 3 were sketchbooks being used effectively to show the development in pupils' skills and techniques. Taken overall, pupils achieve well in Years 3 to 6 as they have a wide range of experiences, but they could do even better.
92. Pupils throughout the school enjoy their art work; work well in groups or individually and try hard to succeed. They respond well in lessons. Teaching and learning are satisfactory in Years 1 and 2, and good in Years 3 to 6, where teachers either demonstrate the techniques, or explain clearly how to approach the task set. For example, in the Year 5/6 class, the teacher demonstrated the different ways of using chalk and oil pastels to create different effects when pupils were producing abstract background designs on which to mount their poems on emotions. The pupils

deepened their understanding of how the use of colour, shape and the shade of paper can arouse emotion or reflect different moods. In a good Year 3 lesson, where pupils were developing their skills in sketching faces, the teacher had collected a good range of pictures of people and pupils learned that people have different shaped faces and facial features. Their finished drawings showed good improvement over previous attempts. The teachers provide good opportunities for pupils to evaluate, adapt and refine their work and plan for the use of computers to produce patterns and pictures, for example, symmetrical patterns in Year 6. A group of parents with particular talent and interest in art help in school and support the teachers. A creativity project where parents worked with pupils led to the eye-catching mural on show in the school hall, to which all year groups contributed. The school's planning for the subject includes the work of famous artists, but insufficient attention is given to this aspect and pupils' do not acquire as much knowledge as they could.

93. The management of the subject is unsatisfactory. There are no agreed procedures for monitoring planning or standards and no arrangements for assessing pupils' work. Consequently the co-ordinator does not have a clear overview of where improvements can be made.

## **DESIGN AND TECHNOLOGY**

94. Current standards by the end of Year 2 and Year 6 are below average. This is a decline from those existing at the time of the previous inspection when standards were judged to be average. Progress and achievement are unsatisfactory compared to satisfactory progress at the time of the last inspection. The current allocation of time to the subject is unsatisfactory because the school has no systems to monitor how the time is used across the school to deliver the planned curriculum. A scrutiny of planning shows that the time spent in teaching the subject is well below that found in most primary schools. Teachers' understanding of the requirements of the National Curriculum is not secure. For example, in the scrutiny of previous work only one example of work that addressed all the requirements for teaching the subject could be found. Very limited evidence could be found of the designing and evaluating of the finished products made by pupils.
95. Pupils in Year 1 have used construction kits to build a castle after their visit to Caerphilly Castle and, as part of the school's 'Space Week', Year 2 pupils, in the curriculum co-ordinators' class, designed and made a space buggy. This was the only activity that had most of the major elements of design and technology and so enabled pupils to make satisfactory progress in developing their skills. Pupils designed their own buggy, listed the materials they used and there was photographic evidence of the completed articles. However, there was limited evidence of pupils evaluating their designs or deciding how their products could be improved. Most of the examples produced were simply making copies of already existing products. For example, Year 6 pupils have made and decorated Greek vases as part of their topic on Ancient Greece. Talking to pupils established that they have experience of working with tools such as saws and drills, and using materials such as card and wood to make constructions. However, they have not experienced designing a product of their own to a design brief. A scrutiny of work from the previous year showed Year 6 pupils made a Christmas decoration incorporating an electrical circuit. Again, there was limited evidence of pupils' design work and no evaluation of how well their design had succeeded or not. All too often, the focus is on the making of an article, not the design or evaluation processes.
96. Only one lesson was seen during the inspection because of the way time is allocated

to the subject within the topic framework. This is insufficient to make a secure judgement on direct teaching, although this was a good lesson. The teacher made use of the national guidance for planning in the subject to introduce pupils to a wide range of different breads from around the world prior to pupils designing and making their own. Links were made to geography as pupils recorded the different countries on a world map, and good use was made of a well-designed worksheet to support pupils' learning. Pupils used their literacy skills to describe their impressions of the breads and a follow-up lesson used lots of data about them to develop pupils' recording skills in drawing graphs. However, this was all in time allocated to design and technology, which resulted in many cross-curricular links to other subjects but at the expense of time allocated to design and technology.

97. The use of national guidelines to plan the delivery of the subject is an improvement from the last inspection, but there is no monitoring of the subject to assess standards or pupils' attainment. There is no monitoring of the progressive development of skills across the school. Professional development in this subject has not been a high priority and the role of the subject co-ordinator does not have the status it deserves. The co-ordinator has received no support to develop her role and is well aware of the need to raise standards, the profile of the subject and teachers' awareness of the whole process of design and technology.

## GEOGRAPHY

98. Standards of work are average by the end of Year 2 and have been maintained since the previous inspection. Whilst most pupils in Years 1 and 2 achieve satisfactorily, there is a very narrow curriculum, which prevents higher attainment and so more able pupils underachieve. By the end of Year 6, standards are well below average, are not high enough and have declined since the previous inspection as all pupils are underachieving. This is because the planned curriculum does not offer pupils sufficient opportunities to learn the full range of skills required. For example, geographical skills such as mapping and understanding environmental geography are insufficiently developed. Pupils in Year 6 are unfamiliar with terms such as 'equator' or 'continent' and have poor geographical knowledge. The key factor in this underachievement is the low allocation of time to teaching the subject.
99. By the end of Year 2 pupils are working within the level expected for their age and have made satisfactory progress. In Year 1 pupils are considering features of their own locality and on a map know the names of some streets in Box and key features such as the library, the shops, the vets and the church. They know the countries of the United Kingdom and can point out with a degree of accuracy where their village is on a map of England. They make good attempts at drawing the United Kingdom on maps they chalk on the playground. They know that Caerphilly Castle, which they have visited, is in Wales and that to reach it they need to cross the Severn Bridge.
100. Only one lesson was seen in Years 1 and 2. Pupils show positive attitudes to the subject. They behave and listen well, respond to questions and this enhances their learning. They make suggestions as to possible answers. They complete their chalk maps with enthusiasm using their language skills to discuss their drawings and whether they look correct. In this lesson teaching was good. No lessons were observed in Years 3 to 6, as they were not on the timetable during the inspection. The scrutiny of work indicated that pupils with special educational needs make satisfactory progress overall, but work set does not always match their learning needs, for example when all pupils are given the same worksheets to complete.
101. The analysis of pupils' work in Years 1 and 2 shows teachers' planning to be satisfactory, although evidence in topic folders at Year 2 shows pupils working in insufficient depth and detail. Analysis of pupils' work and planning in Years 3 to 6 shows an over-reliance on printed worksheets intended to teach facts. There is little evidence of geographical work in topic folders and discussions with pupils reveal that though they may have been taught verbally and not recorded work, they have not retained the body of knowledge, skills and understanding expected of eleven-year olds. Pupils are not having the opportunity to develop geographical skills such as map making or the use of a compass. Pupils are not given the opportunity to consider the wider environmental issues about land use or the effect of people on the environment in line with national expectations for their age. No evidence was seen of the use of ICT, or mathematical skills to support their learning. The planning, teaching and learning of geography in Years 3 to 6 is unsatisfactory with an insufficient range of learning opportunities. Presentation in Years 1 to 6 is of a poor standard and work is often left unmarked which discourages pupils from trying to improve the appearance of their work. This has not improved since the last inspection.
102. The co-ordinator has led the subject for over a year and feels her role is under-developed. The resources have been improved and are satisfactory, after these were identified as unsatisfactory at the last inspection. She is aware that the programme of

work planned for mixed Year 1/2 classes is now no longer appropriate and plans to revise it. Teachers are following extracts from the national guidelines for teaching the subject and parts of the local authority scheme; this leads to inconsistency and a lack of coherence in the planning and provision. The co-ordinator has been given no opportunity to check the effectiveness of planning, teaching and learning. She has not yet received any training in the role of co-ordinator and is unclear as to what is expected of her. She is unaware of the strengths and weaknesses in the subject and no targets have been set for future improvements. The pupils' learning has deteriorated in Years 3 to 6 since the last inspection and, throughout the year groups, more able pupils are unchallenged in their learning as activities are not planned which meet their learning needs.

## HISTORY

103. During the inspection some teaching was seen in Years 1 and 2, but not in Years 3 to 6. From the lessons seen, looking at pupils' work, teachers' planning and scrutiny of displays throughout the school, it is evident that most pupils make satisfactory progress. The exception is the more able pupils who are insufficiently challenged and underachieve and some pupils with special educational needs. Standards of work are average by the end Year 2 and Year 6 and most pupils achieve satisfactorily. This is similar to standards found at the time of the previous inspection.
104. By the end of Year 2, pupils are beginning to develop a sense of the past and its difference from the present, although the limitations of some resources prevent children from being challenged in their thinking. When beginning a topic on the Fire of London more able Year 2 pupils know when it started and that Samuel Pepys wrote about it in his diary. They look at posters depicting this time in history and decide on differences between then and now. However, the poor quality of some reproduced photographs meant that the pupils were unable to choose more than two or three differences. Year 1 pupils enjoyed their visit to Caerphilly Castle. This visit enabled pupils to learn through first hand experience and increased their historical knowledge. They wrote about the visit through their recorded work, which had good links to literacy.
105. In Years 3 to 6 pupils study topics such as the Ancient Greeks and the Romans, They know the names of some of the Greek gods and mythological creatures. They know the differences between the citizens of Athens and Sparta and about Greek theatre. They can compare the aspects of life in different periods in history, such as homes or clothes, demonstrating sound knowledge. There are effective links to other subjects in their design and construction of theatre masks and Greek pottery. Pupils in these year groups have good attitudes to what they have learnt in lessons.
106. Teaching and learning in Years 1 and 2 are satisfactory overall. On rare occasions where there are shortcomings in planning and resources, pupils become restless as a result and do not learn as much as they could. Their behaviour is only satisfactory overall.
107. No teaching was observed in Years 3 to 6. The analysis of work indicated that planning for these year groups is unsatisfactory with an over-reliance on printed worksheets, and the acquisition of facts. The lack of a consistent approach by the school in using a mixture of programmes of work means that the approach to teaching is not cohesive. Opportunities are not made, particularly for older pupils, to undertake research, to debate and discuss why events in history have occurred in a particular way. This severely limits more able pupils, of which there is a good

proportion in the school, and leads to unsatisfactory achievement throughout for these very able pupils. Pupils with special educational needs are supported and make satisfactory progress but work is not always tailored to their needs.

108. Presentation across the year groups is poor apart from the youngest pupils who try hard with their writing and are still learning to form letters correctly. Work is often left unmarked which gives pupils no incentive to improve the appearance of their work. The use of sheets of paper instead of exercise books does not encourage pupils or teachers to look back at previous work for signs of progress as they move through the school. Information and communication technology is insufficiently used to promote learning.
109. Co-ordination of history is satisfactory. The lack of appropriate resources, particularly in Years 1 and 2, which is inhibiting pupils' progress, has been identified. Effective use is made of the schools' library service to add to the resources available to pupils. There has been some informal monitoring of teaching, and planning in Years 3 to 6 is being checked. No time has been given to monitor the effectiveness of planning or teaching in Years 1 and 2. There has been a lack of training and guidance to help in drawing up action plans for improvement. The co-ordinator is aware that standards should be higher due to the number of more able pupils within the school. An area for development by the school is in pupils' independent learning. The under-developed role of the co-ordinator and the limited resources for learning identified in the last inspection have not been addressed.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

110. The previous report found that standards were in line with those expected for pupils at the end of Year 2 and Year 6 and this is still the case. Most pupils are making satisfactory progress in developing their ICT skills as they move up through the school and their achievement is satisfactory.
111. The use of computers to support learning in other areas of the curriculum is satisfactory. Children in the reception class are introduced to computers at an early age and have already used them to produce their own freehand drawings using different brush sizes and colours. Some have been able to write their own name, including using capital letters. These word-processing skills are built on in Years 1 and 2 where pupils write short descriptive passages using capital letters and full stops. They have drawn pictures following their visit to Caerphilly Castle using tools to draw squares and rectangles, and can fill in these shapes with different colours. By the end of Year 2 some pupils are able to combine small clip art graphics with short, simple sentences and print out their own work independently. Older pupils develop word-processing skills through changing the size and type of fonts in their writing. Year 6 pupils have taken pictures from the Internet for their topic on Ancient Greece to incorporate into their writing, and they were observed during the inspection using a screen turtle to draw plane shapes on a computer. All pupils were familiar with writing single instructions to move the turtle around the screen but could not use a repeat command to write a simple instruction set. Pupils in the Year 4/5 class used a database to record information about different breads in their design and technology lesson.
112. Additional hardware in the form of tape recorders, listening centres and calculators were seen in use and all pupils were familiar with their use. For example, Year 4/5 pupils used calculators to check their answers in a data handling lesson and other classes regularly use listening centres for group reading. Pupils enjoy using

computers and their attitudes to the subject and their behaviour are good.

113. No direct teaching of skills was seen during the present inspection, as was the case previously. This is an aspect of its provision that requires improvement. However, from the teachers' interventions with pupils as they worked and from the progress they make, indications are that the teaching and pupils' learning are satisfactory throughout the school. The new co-ordinator is knowledgeable and eager to raise standards and the profile of ICT in the school. Staff training is planned for the future to develop the teachers' skills and confidence. The co-ordinator is aware of the need to develop secure systems for assessing pupils' attainments. Current resources are satisfactory and are used to support learning in many other subjects.

## MUSIC

114. Standards are average at the end of Year 2 and are above average at the end of Year 6, particularly in singing and the quality of performances. Since the previous inspection standards have been maintained at the end of Year 6 but have declined at the end of Year 2. This is partly due to the time allocated to the subject, as the focus has been on English and mathematics. The school benefits from having subject specialists on the staff and their enthusiasm transmits to the pupils, whose enjoyment of the subject and very good behaviour are a pleasure to see. Pupils' achievement is satisfactory in Years 1 and 2, and is good in Years 3 to 6 for all pupils, including potentially talented musicians.
115. By the end of Year 2, pupils sing well, showing good control of pitch, dynamics and rhythm. They compose, record using graphical forms and perform simple pieces using unpitched percussion instruments. In hymn practice they listen attentively to the choir performing, which sets a standard for them to aspire to, before joining in with the singing.
116. By the end of Year 6, the singing is of very good quality, with clear diction and very good control of pitch, dynamics, rhythm and duration. For example when pupils sang 'Stars hide your Fires' based on Macbeth, pupils sang in two parts, sustaining their melody and improvising sounds to accompany their singing using pitched percussion instruments, recorders and a cello. The finished performance was of good quality, with pupils clearly aware of others in the group. The pupils who take part in extra-curricular activities are able to read music. Teachers often record the performances so pupils can evaluate and improve their work further through listening carefully to the finished effect.
117. The overall quality of teaching and learning is satisfactory in Years 1 and 2 and is good in Years 3 to 6. An example of excellent teaching was seen in Year 3, when the pupils acquired knowledge of how to play different pipes, including a penny whistle and flute. They applied their new knowledge when deciding which type of pipe the 'Pied Piper' might have used. The pupils were spellbound as the different pipes were played and they had to predict whether the sounds made by the different pipes would be higher or lower than the previous one. In the same lesson the pupils deepened their understanding of the musical element of timbre when performing rhythms with different instruments and concentrated well so that they were ready to play their part in the class performance. The key factors in the very good or better teaching are the subject knowledge, very high expectations and the use of the piano or guitar to support pupils' singing when necessary. Satisfactory teaching results from using a commercial scheme to support the teaching, which includes time for listening and performing in each lesson, but the pace is not as brisk. The weakness in teaching is

in enabling pupils to acquire sufficient knowledge of famous composers and their works. Year 6 pupils could name several famous composers such as Mozart and Handel, but could only name the 'Water music' as music they had composed. There is little use of computer programs to support learning.

118. The subject co-ordinator has only been in post since January of this year and has not had time to gain a secure overview of standards, or identify areas for improvement, although from leading hymn practices she has some insight into standards in singing. There is a good range and quantity of instruments, which are used well in lessons. Pupils handle these instruments with great care and respect. The subject makes a good contribution to pupils' spiritual and social development, but could have a better impact on their cultural development.

## **PHYSICAL EDUCATION**

119. The above average standards found at the time of the last inspection have been maintained and pupils continue to make good progress and achieve well. Teaching remains good and there is a well-planned curriculum, using national guidance that addresses all the requirements of the National Curriculum. This is a subject enjoyed by all groups of pupils, who respond with enthusiasm and work hard to improve. The subject has benefited greatly from the recent fundraising of parents, which has contributed significantly to the quality and range of resources. This has been a major factor in the standards achieved across the school and overall improvement since the previous inspection has been good.
120. All aspects of the subjects are taught, including swimming. The school has its own swimming pool, which is used to good effect in the summer term. By the time they leave school, all pupils are able to swim a distance of 25 metres unaided. Orienteering is usually part of the residential week for Year 6 pupils, but this aspect of the visit was cancelled in 2001 due to the outbreak foot and mouth disease. The co-ordinator already has plans to extend this aspect of the school's provision through use of the school grounds. Gymnastics is taught well throughout the school as was seen in lessons involving Year 1, 2 and Year 4/5 pupils. All lessons were characterised by pupils developing balances, movements on and off apparatus and combining a series of balances, jumps and rolls. All pupils are aware of the need for safety in moving around the hall and pupils of all ages, including reception class children, can clear away apparatus quickly and safely. Behaviour during lessons is very good and pupils respond well to the challenges of their teachers to improve their performance. The behaviour of Year 3 pupils on a visit to Corsham Baths was exemplary and a credit to the school.
121. Pupils respond so well because the teaching is good overall and often very good. Teachers are very secure in their knowledge of the subject and use this well to guide and support pupils. They provide good examples of what they are trying to achieve, which encourages less able pupils to copy them and give full opportunities for more able pupils to experiment for themselves. This ensures all groups of pupils are able to participate fully in the lessons and learning is always good, and often very good. All teachers value what their pupils try to do and this encourages them to try harder. Teachers are skilled at getting pupils to act as judges of their own performance and that of others. Pupils respond with sensible criticism and suggestions about how a performance might be improved.
122. A suitable range of extra-curricular clubs and activities, which are well supported by pupils and parents, enhances the subject. The subject is well led by the co-ordinator,

who is aware that the monitoring of teaching and learning in the subject is an area in need of improvement.

## RELIGIOUS EDUCATION

123. By the end of Year 2 and Year 6 standards are above those expected by the locally agreed syllabus. Pupils throughout the school make good progress and achieve well. This reflects the standards described in the previous inspection report. Pupils in Years 1 and 2 study the main aspects of Christianity and Judaism. In Year 1 pupils make a class floor book noting their thoughts, feelings and ideas about 'Sarah' the Christian girl central to the scheme of work. Pupils in Year 2 explore the idea of what makes a good leader. They can suggest leaders like the Queen or the Prime Minister, but know that Jesus is the greatest leader of all. They describe well the qualities of a good leader showing insight and imagination in their answers.
124. In Years 3 to 6 pupils study Christianity in greater depth and explore the faith traditions of Judaism and Islam. They know about different types of Christians and can describe what happens at Taize` in France. They know about different aspects of worship, such as listening, reflecting, lighting candles, meditating or praying. They use time for reflection well and can talk about their thoughts whilst experiencing a calm, serene 'atmosphere for worship'. They demonstrate a high level of speaking and listening skills and give examples of joys or sadness in their lives.
125. Pupils respond very well to lessons that are prepared thoroughly and presented well. The quality of teaching and learning is good throughout the school as teachers have good subject knowledge and use effective methods, which lead to pupils acquiring good levels of knowledge. An excellent lesson in Year 6 successfully built an atmosphere for worship and enabled pupils to share their innermost thoughts. Pupils shared some very traumatic events in their lives and their feelings about them. This led to very good spiritual development for all pupils. Pupils' own knowledge of their learning is very good, as learning objectives in lessons are made clear to pupils and reviewed during plenary sessions. The school has good opportunities in the religious education curriculum to support work on personal and social development. Pupils listen to each other and respect each other's views. Behaviour is very good. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. The management of the subject is satisfactory, there are sufficient resources for learning and the links with the local church enrich the curricular provision.