

INSPECTION REPORT

**BRATTON FLEMING COMMUNITY PRIMARY
SCHOOL**

Bratton Fleming

Barnstaple

LEA area: Devon

Unique reference number: 113137

Headteacher: Mr. A. Martin.

Reporting inspector: Mike Capper
23239

Dates of inspection: February 11th – 14th 2002

Inspection number: 243946

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:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Station Road Bratton Fleming Barnstaple Devon
Postcode:	EX31 4SB
Telephone number:	01598 710337
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. S. Ashton
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mike Capper Registered inspector Original Inspector Number (OIN) 23239	Mathematics Art and Design Design and Technology Information and Communication Technology Religious Education Areas of learning for children in the Foundation Stage	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
Kevin Greatorex Lay inspector OIN 9545		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?
Alison Cartlidge Team inspector OIN 23609	English Science Geography History Physical Education Music Equal opportunities Special Educational Needs	How well are pupils taught? How good are curricular opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bratton Fleming Community Primary School is located in the village of Bratton Fleming on the edge of Exmoor in Devon. Pupils come from the local and surrounding villages, and are admitted between the ages of 4 and 11. There are 100 pupils on roll, and they are taught in four mixed-age classes: a Reception/Year 1 class, a Years 1 & 2 class, a Years 3 & 4 class and a Years 5 & 6 class. Class sizes are significantly higher in Years 3 to 6 than in the rest of the school. Although the number of pupils eligible for free school meals is below the national average, pupils come from a wide range of social backgrounds, including some from families living in short term accommodation. There are 27 pupils on the special educational needs register, with one pupil having a statement of special educational needs. These figures are above average. Test results show that pupils' attainment on entering school is below average overall. All pupils have English as their first language.

The headteacher was appointed in January 2001. At the time of the inspection, the teacher of the reception/Year 1 class was not teaching because of a long-term illness.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory education overall for its pupils, but there are some important weaknesses that limit the overall effectiveness of provision. Teaching is good for pupils in the reception year and in Years 1 and 2. This helps pupils in these year groups make good progress. However, in Years 3 to 6, the behaviour and attitude of many pupils have a negative impact on their learning. The headteacher provides sound leadership and has a good understanding of the school's weaknesses. However, the impact of changes has been limited by a lack of teamwork. The cost per pupil is broadly average and overall the school provides sound value for money.

What the school does well

- Pupils achieve good standards in reading throughout the school.
- A good focus on developing creative skills helps pupils produce good quality work in design and technology and art and design.
- Good teaching in the reception year and Years 1 and 2 ensures pupils' needs are met well.
- The school has established good links with the local community.
- Members of staff show good levels of care for pupils' welfare and well being.
- Teachers make good use of information and communication technology to support learning.
- Financial planning is thorough, ensuring that funding is used successfully to support the school's priorities for development.

What could be improved

- Members of staff are not working together effectively to improve the school.
- Listening skills are unsatisfactory in Years 5 and 6, where pupils show negative attitudes towards learning and do not behave well in lessons.
- Teachers' expectations of what pupils can achieve are too low, especially for more able pupils in Years 3 to 6.
- Procedures for monitoring and evaluating the quality of teaching are not rigorous enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made unsatisfactory progress since its last inspection in 1997. The quality of teaching is not as good as it was then and pupils' behaviour has deteriorated in Years 3 to 6. The speed at which key areas for development from the last inspection have been addressed has been slow and there continue to be weaknesses in the way that teachers meet the needs of individual pupils. There have been some improvements. The school now has schemes of work in place for all subjects and pupils' attainment is higher in reading, design and technology and art and design. Provision for information and communication technology (ICT) has been significantly developed in the last year and this is helping to raise standards. However, there is a lack of teamwork in school and no shared sense of purpose. Until these important weaknesses are addressed, the school will not improve quickly enough.

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	C	C	B	C
mathematics	B	A	D	E
science	E	B	D	E

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

Pupils' standards of attainment vary significantly from year to year because of variations in the number of pupils with special educational needs and the small size of each year group. Pupils' levels of achievement and the rate at which they learn new skills and understanding are not consistent throughout the school. It is best in Years 1 and 2 but in Years 3 to 6, progress is slowed by the negative attitudes to learning shown by many pupils and the lack of challenge in some lessons.

Children in the reception year make good progress and achieve well in relation to their prior attainment. Children are on target to exceed expectations for their age in all areas of learning, with the exception of physical development, where they are on target to achieve the expectations for children of this age.

Inspection findings are that, by the end of Year 2, pupils' attainment is above average in reading and broadly average in writing, mathematics and science. This is lower than in previous years because of the high number of pupils identified as having special educational needs in the current Year 2. By the end of Year 6, pupils' attainment is broadly average in English, mathematics and science. In English, reading is a significant strength with writing less well developed, though still satisfactory. Listening skills are unsatisfactory in Years 5 and 6. In science, pupils have a good knowledge of basic concepts, but they are less skilled in using this knowledge to explain the findings of investigations.

In design and technology and art and design, pupils' attainment is good. Standards of attainment are satisfactory in ICT, geography, religious education, history and music. In physical education, there is insufficient evidence to make a judgement on pupils' attainment by the end of Year 6. By the end of Year 2, pupils' attainment is satisfactory. However, these standards are not maintained in Years 3 and 4, where pupils' attainment is unsatisfactory.

Since the last inspection, the school has begun to make far greater use of test data to help to set targets for attainment for pupils throughout the school. The individual targets that have been set for the current Year 6 are very challenging, and pupils are not yet working at these levels in class.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Unsatisfactory, overall. Younger pupils are happy at school and work hard. However, many older pupils have negative attitudes to their work and they do not try their best.
Behaviour, in and out of classrooms	Unsatisfactory, overall. Behaviour is good in many lessons in the reception year and Years 1 and 2. Pupils of different ages play together sensibly at playtime and lunchtime. Many older pupils, especially in Years 5 and 6, do not behave well in lessons. They are inattentive and waste time. This slows the pace of learning.
Personal development and relationships	Unsatisfactory. Most pupils get on well together, but many older pupils show a lack of respect for adults or their classmates. Pupils are given appropriate opportunities to show initiative and take responsibility, with the school council a noteworthy feature of the school's work. Despite

	this, many older pupils lack maturity.
Attendance	Good. Attendance rates are above national averages.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall with good teaching in the reception year and Years 1 and 2. In the two unsatisfactory lessons observed in Years 3 to 6, the behaviour of pupils was not managed successfully and this meant that they did not learn as well as they should.

The teaching of reading is a significant strength throughout the school, with several volunteers and learning support assistants regularly supporting pupils in their learning. Good subject knowledge in subjects such as design and technology and art and design makes a good contribution to pupils' learning.

In the reception year and Years 1 and 2, teachers plan a good range of stimulating activities that are well matched to pupils' differing needs. Practical activities are successfully used to keep pupils interested and well motivated. Basic skills in literacy and numeracy are taught well and used effectively to support work in other subjects. Teachers have high expectations of what pupils should achieve and, as a result, pupils work sensibly and extend their knowledge and understanding quickly.

In Years 3 to 6, teaching is most successful when pupils have the opportunity to take part in practical activities. At these times, pupils are more motivated and show enthusiasm for their work. Teaching is less effective when the pace of work is slow because the teachers need to remind individuals to stop talking or fidgeting. The quality of teachers' lesson planning is satisfactory overall but the teachers' expectations of what pupils should achieve are not high enough. Lesson planning does not always show clear expectations for pupils of differing prior attainment. This means that whilst lower attaining pupils and those with special educational needs are able to complete the work with the help of adults, higher attaining pupils are given insufficient challenge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, overall. Good in the reception year and Years 1 and 2 and satisfactory in Years 3 to 6. Effective links are made between different subjects.
Provision for pupils with special educational needs	Satisfactory. There are clear and realistic targets in literacy and numeracy but behavioural targets are not always sufficiently specific.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory, overall. Assemblies make a good contribution towards improving the pupils' spiritual and moral development. A school's council helps pupils to learn about how they can become more responsible.
How well the school cares for its pupils	Satisfactory, overall. There is a good level of care shown for pupils' personal needs. The school has satisfactory assessment procedures.

There are satisfactory link with parents most of whom are supportive of the school's work

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the	Satisfactory, overall. The headteacher is committed to improving the quality of education provided by the school. However, his vision for the

headteacher and other key staff	school has not been shared effectively by other members of staff. As a result, there is a lack of teamwork, with the headteacher, teachers and learning support assistants not working together effectively.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive of the school's work and share the headteacher's commitment to developing the school.
The school's evaluation of its performance	Satisfactory overall. Good use is made of test data to identify strengths and weaknesses in subjects. However, there are no formalised procedures for monitoring and improving teaching.
The strategic use of resources	Financial planning is good. Budgeting is systematic and based on a good understanding of the needs of the school. Decisions are carefully made on the basis of ' <i>Will this help the school to improve?</i> '

The school applies the principles of 'best value' to its work, for example by ensuring that competitive bids are sought for all large purchases.

Staffing levels are satisfactory, overall. The headteacher has a heavy teaching commitment, which limits the time that he has available to monitor the work of the school. This limits his effectiveness. There are a good number of well trained support staff who are deployed effectively across the school, with additional support focused on Years 3 to 6, where class sizes are significantly larger.

Accommodation is satisfactory. The school is kept very clean and is well maintained. Although there are many good features to the building including its unusual and attractive design, some classrooms are small for the size of classes. The small hall limits opportunities for physical development when the school field is out of use.

Resources are unsatisfactory, with weaknesses in subjects such as history, geography and religious education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The approachability of the headteacher and other members of staff • The quality of teaching of younger pupils • Children are expected to work hard and make good progress • Children are helped to become mature and responsible 	<ul style="list-style-type: none"> • The behaviour of pupils in Years 5 and 6. • Links with parents, including the use of the home-school diary • Homework • The range of extra curricular activities

The inspection team agrees with most of parents' positive and negative comments. However, there is little evidence of maturity amongst older pupils, and in Years 5 and 6 pupils do not always work hard. Inspection findings indicate that homework provision is satisfactory. The school normally provides an appropriate number of out of school activities for its size, although many of these have not taken place recently because of staff training.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' standards of attainment vary significantly from year to year because of the variations in the number of pupils with special educational needs in each year group. However, pupils' levels of achievement and the rate at which they learn new skills and understanding are not consistent across the school. It is best in Years 1 and 2 where the teaching is good and work is closely matched to individual needs. In Years 3 to 6, progress is slowed by the negative attitudes to learning shown by many pupils, especially in Years 5 and 6. This means that teachers have to spend too much of their time trying to ensure that pupils listen and complete their work. In addition, there is a lack of challenge in some lessons, with all pupils doing the same activity whatever their prior attainment. This has a negative impact on the achievement and progress of higher attaining pupils, in particular, who do not always achieve the standards of work that they should.
2. Children's attainment on starting school in the reception year is below average. This is confirmed by teacher assessments made in the children's first few weeks at school. Inspection findings show that children in the reception year make good progress and achieve well in relation to their prior attainment. Children are on target to exceed the expectations for the end of the reception year (the early learning goals) in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world and creative development. Standards of attainment are higher than at the time of the last inspection. In physical development, children continue to be on target to achieve the expectations of early learning goals by the end of the year.
3. Standards in English, mathematics and science are overall similar to those found at the time of the last inspection. By the end of Year 2, pupils' attainment is above average in reading, and broadly average in writing, mathematics and science. By the end of Year 6, pupils' attainment is broadly average in English, mathematics and science. In English, standards in reading are above average and are a significant strength of attainment. Writing skills are less well developed though still satisfactory. Listening skills are unsatisfactory in Years 5 and 6. In science, pupils have a good knowledge of basic concepts, but they are less skilled in using this knowledge to explain the findings of investigations.
4. The small number of pupils in each year group mean that National Curriculum test results are not reliable predictors of overall standards of attainment from year to year. They are particularly affected by the variations in the number of pupils with special educational needs in each year group. In 2001, test results at the end of Year 2 showed well above average standards in reading when compared with all schools and similar schools. In writing, pupils' attainment was well above average when compared with all schools and above average when compared with similar schools. In mathematics, attainment was above average when compared with all schools and average when compared with similar schools. In 2001, all pupils achieved at least Level 2 in reading writing and mathematics. Inspection findings show that in the current Year 2, the number of pupils achieving level 2 will not be so high. This is because there are more pupils with special needs than there were in the previous year.
5. National Curriculum test results at the end of Year 6 in 2001 show that pupils' attainment was above average in English when compared with all schools and average when compared with similar schools. In mathematics and science, test results show that pupils' attainment was below average when compared with all schools and well below average when compared with similar schools. The current Year 6 is on target to achieve higher standards. The school has set very ambitious targets for this year group, including a very high percentage of pupils targeted to achieve Level 5 in mathematics and science in end of year tests. Inspection findings show that whilst standards are higher than in 2001, pupils who have been targeted to achieve Level 5

are not yet working at that level in class. This is because there is insufficient difference between the work given to higher, average and lower attaining pupils.

6. Test data indicates that there are some differences between the attainment of boys and girls. Overall, girls do not achieve as well as boys in science tests, and boys achieve less well in English and mathematics tests. However, this difference is not evident in their class work and is no greater than that found nationally.
7. Standards of literacy are satisfactory overall in both key stages. Pupils have good reading skills. They read confidently and develop positive attitudes towards books. Pupils write confidently for a range of purposes, but especially in Years 3 to 6 work is often poorly presented, although the quality of presentation has improved in the last year. Pupils in Years 3 to 6 do not listen well to the teacher, other adults or their classmates. This significantly affects their progress in class.
8. In numeracy, pupils achieve satisfactory standards in both key stages. By the end of Year 2, pupils have a good understanding of basic number concepts. By the end of Year 6, pupils have begun to work confidently with larger numbers and they have a good understanding of multiplication and division. However, pupils have weaker skills in using and applying their mathematical knowledge and this aspect of attainment is less well developed than other parts of the curriculum. As a result, pupils sometimes lack confidence in applying their skills to practical situations.
9. There are significant improvements since the last inspection in design and technology and art and design. In both these subjects, pupils' attainment is above national expectations. The quality of work has improved and the quality of teaching is now good in both subjects. Teachers have good subject knowledge that encourages pupils to produce their best work. Pupils also benefit from the generous amount of time allocated to teaching the subjects.
10. Standards of attainment are in line with national expectations in history and music. In religious education, pupils' attainment is in line with the expectations of the locally agreed syllabus. In geography, there is a lack of recorded work for older pupils. Judgements on attainment are based on work produced by pupils in Years 3 and 4, where standards are satisfactory. Standards in these subjects are similar to those found at the time of the last inspection.
11. In information and communication technology (ICT) pupils' attainment is in line with national expectations by the end of Year 2 and Year 6. Standards are higher than at the time of the last inspection. In the last year, the school has significantly improved resources and introduced a suitable scheme of work to support pupils' learning. Teachers are more confident about teaching the subject, making good use of computers in lessons and giving pupils opportunity to practise skills after school. All these factors have had a very positive impact on standards, especially for older pupils.
12. In physical education, lessons in Years 1 to 4 only were timetabled during the inspection. This means that there is insufficient evidence to make a judgement on pupils' attainment by the end of Year 6. By the end of Year 2, pupils' attainment is in line with national expectations. However, these standards are not maintained in Years 3 and 4, and in the one lesson timetabled, pupils' attainment was below national expectations. Many pupils lack fitness and quickly lose interest in what they were doing.
13. Pupils who have been identified as having special educational needs receive good quality support from learning support assistants, and they make sound progress overall. Individual education plans set clear targets for what pupils are expected to learn and this helps to ensure that pupils' needs are met. In contrast, the school does not successfully meet the academic needs of more able or gifted pupils because they are often given the same work as less capable classmates.

Pupils' attitudes, values and personal development

14. At the time of the last inspection, behaviour and attitudes to learning were found to be satisfactory, even though nearly a half of parents had concerns about behaviour at that time. Parents continue to feel that behaviour is not good enough, with some reporting that this has been an ongoing problem for several years, especially amongst older pupils. Inspection findings confirm that this area of the school's work is now unsatisfactory overall and is a significant cause for concern.
15. Pupils behave well at some times of the school day. When they come to school, in the playground, and at lunchtime in the dining hall, all pupils show that they can behave well and are orderly in their conduct. In their games and other activities they play well and show good self-discipline.
16. Children in the reception year behave well, show good attitudes to learning and have well-developed social skills. They are enthusiastic about school and try hard in all their activities. They show respect for property, as well as care and concern for each other and develop a good understanding of the difference between right and wrong. They play together amicably, waiting their turn patiently and concentrating hard when working. They share and look after resources without fuss. They are confident and enthusiastic about trying out new activities and are happy to talk about what they are doing. Times when children talk together are used effectively to encourage them to think about things that affect them and to talk about the needs of others.
17. In Years 1 and 2, there is a small number of pupils who have been identified as having behavioural problems. Whilst they are generally managed effectively by members of staff, their behaviour can sometimes slow the pace of learning of other pupils. Nevertheless, most pupils in these year groups behave sensibly in lessons and get on well together. They are sensitive to the needs of each other and work hard. When required to do so by a task, they co-operate well, sharing resources and helping each other with their work. They are polite to adults and are very happy to talk about what they are doing.
18. However, these positive attitudes to learning are not maintained in Years 3 to 6, where behaviour and attitudes are often unsatisfactory, especially in Years 5 and 6. Pupils are unable to maintain interest and concentration and show little pride in their work. They regularly chatter inappropriately, often disregarding the instructions and guidance offered by teachers and other staff. The best efforts of the teachers and other staff are rejected and, as a result, pupils' learning is inhibited. Pupils regularly show a lack of motivation. The teachers and other members of staff spend a disproportionate amount of time trying to correct the inattention of these pupils and the progress of the class is affected adversely.
19. There is no evidence of bullying being a concern in any year group. Pupils and parents confirmed that any incidents that do occur are handled extremely promptly and very effectively. Several parents feel that the way that the school deals with this sort of behaviour has improved in the last year. They report that this has helped their children to feel more secure at school and were very complimentary of the way the headteacher handles any concerns about bullying.
20. Pupils' personal development is unsatisfactory because older pupils lack maturity in lessons and do not often show initiative in their learning. However, there are some good features to pupils' personal development. The school provides an appropriate range of opportunities to show initiative and take responsibility. Pupils regularly perform jobs within the classroom and around the school. Monitors are appointed for each class and their duties are rotated. They assist with the laying and the clearing away of the tables at lunchtime. The school council meets regularly and minutes and observations show that it is a valuable opportunity for pupils to become involved in the day to day life of the school.
21. Attendance at the school continues to be consistently above the national average and is good. Unauthorised absence is negligible and less than half of the national average. Virtually all pupils

are punctual and many arrive early enabling the school to make a prompt and efficient start to the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. The quality of teaching is satisfactory overall with good teaching in the reception year and in Years 1 and 2. In the two unsatisfactory lessons observed in Years 3 to 6, the behaviour of pupils was not managed successfully and this meant that they did not learn as well as they should. The quality of teaching is not as good as at the time of the last inspection when it was judged to be good overall. Weaknesses in teachers' subject knowledge for the teaching of ICT and design and technology have been rectified. However, in Years 3 to 6, teachers continue to have insufficiently high expectations of older, higher attaining pupils and a number of parents are concerned about the lack of challenge in some lessons. Behaviour is not managed as successfully as it was at the time of the last inspection.
23. In the reception year and Years 1 and 2 classes, teachers plan a good range of stimulating activities that are well matched to pupils' differing needs. Practical activities are successfully used to keep pupils interested and well-motivated in lessons. For example, in science, pupils enjoyed testing the distance cars travelled down a slope and were able to draw sensible conclusions because of their first hand experience. Literacy and numeracy skills are taught well in these year groups and are used effectively to support work in other subjects such as measuring distances in science lessons and writing about why the Bible is important to Christians in religious education. In the reception class and Years 1 and 2, teachers have high expectations of what pupils should achieve and, as a result, pupils work sensibly and extend their knowledge and understanding quickly. Behaviour is managed effectively and, as a result, most pupils behave well in lessons. However, in the Year 1 and 2 class, a small number of pupils who have been identified as having behavioural problems demand a disproportionate amount of the teacher's time in order to ensure that their behaviour does not affect the learning of other pupils. The targets set in their individual education plans are insufficiently specific and do not help the teacher to improve behaviour.
24. In Years 3 to 6, teaching is most successful when pupils have the opportunity to take part in practical activities. At these times, pupils are better motivated and show enthusiasm for their work. For example, pupils took pride in the slippers they were making in a design and technology lesson in Years 5 and 6. At other times, whilst a variety of sensible strategies are used to encourage pupils to listen and take part in lessons, a significant number of pupils are disrespectful and talk when the teacher is talking. As a result, the pace of some lessons is slow because the teachers need to remind individuals to stop talking or fidgeting and the effectiveness of their teaching is lessened. The quality of teachers' lesson planning is satisfactory overall but the teachers' expectations of what pupils should achieve are not high enough. Lesson planning does not always show clear expectations for pupils of differing prior attainment. This means that whilst lower attaining pupils and those with special educational needs are able to complete the work with the help of adults, higher attaining pupils are given insufficient challenge. The lack of interest shown by many pupils in lessons means that they do not try their best.
25. Throughout the school, teachers demonstrate a good knowledge of the subjects and areas of learning they teach and ensure that pupils understand the purpose of the work they are given. The teaching of reading is a significant strength, with several volunteers and learning support assistants regularly supporting pupils in their learning.
26. Information and communication technology is successfully used to support learning, especially in Years 5 and 6. Whilst there are shortages of educational resources in many subjects, teachers make effective use of available resources and borrowed equipment to make lessons interesting. For example, pupils in Years 5 and 6 listened carefully to a video showing footage of life during the Blitz.
27. The quality of teachers' marking is variable. It is best in Years 1 and 2, where teachers

consistently annotate work and use this information to plan what to teach next and to meet the needs of pupils who are working at different levels of achievement. This is not always the case in Years 3 to 6, where information from day to day assessment is not used consistently to help the teacher decide what needs to be taught next. This leads to pupils doing the same pieces of work whatever their prior attainment and has a negative impact on learning.

28. Pupils with special educational needs are given good support in most lessons. Well-trained learning support assistants make a valuable contribution to pupils' learning, particularly in English. Several well-organised groups, especially in Years 1 and 2, enable lower attaining pupils to increase their knowledge and understanding effectively in reading and writing. In Years 5 and 6, assistants are often needed to sit with groups of pupils encouraging them to become involved in lessons and to listen to the teachers. Some teachers have begun to prepare an information sheet for learning support assistants to show exactly what their role is in a particular lesson. This is good practice, which helps them to fulfil their role effectively without time being wasted.
29. Pupils are given suitable homework linked to what they have been learning in class. However, parents feel that arrangements are inconsistent and that they receive insufficient information on how well their children have done or on what else they can do to support their children at home. The inspection team agrees that this is an area of communication that could be improved.

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

30. The curriculum is satisfactory overall with a good range of learning opportunities provided for pupils in the reception class and Years 1 and 2. In these year groups there is a good balance between practical and formal activities. Throughout the school, effective links are made between different subjects. For example, a poem used in a literacy lesson in Years 3 and 4 was chosen to support learning about extreme weather conditions in geography. A weakness in the curriculum for older pupils is the lack of opportunities for physical activity until the end of the week. The quality of the curriculum has remained broadly the same as at the time of the last inspection. Weaknesses in the provision for design and technology and information and communication technology have been successfully rectified. The time allocated to different subjects is satisfactory overall, although some subjects such as music, physical education and religious education are given the bare minimum. The use of information and communication technology is planned into many subjects successfully. Pupils also get an opportunity to study French in Years 5 and 6. This prepares pupils well for when they transfer to their secondary school.
31. Some parents expressed concern about some topics in history being repeated. The school has only recently developed a satisfactory overview of topics in all subjects to prevent this from happening in the future. There are satisfactory schemes of work to support teachers' planning and teachers meet together to ensure that work follows on from the previous class. However, as at the time of the last inspection, insufficient detail is included in planning to show what pupils of different ages and abilities are expected to achieve in Years 3 to 6. The school's strategies for teaching literacy and numeracy are satisfactory.
32. As at the time of the last inspection, good use is made of the local community to enhance teaching and learning. For example, several skilful volunteers help on a regular basis by listening to pupils read and by supporting groups in art and design lessons. Other visitors talk with the pupils about their lives and experiences and hold workshops for pottery and sculpture. Pupils are also given good opportunities to take part in local festivals and to visit buildings, museums and towns nearby. There are good links with other schools when pupils take part in joint physical education, reading and musical activities.
33. The provision for pupils with special educational needs is satisfactory. Individual education plans provide clear and realistic targets in literacy and numeracy although behavioural targets are not always sufficiently specific.

34. At the time of the last inspection, there was concern about the withdrawal of pupils from lessons. This is no longer a problem, and pupils are given equal opportunities to take part in all activities. Great care is taken to ensure that support given outside the classroom does not interfere with learning in different subjects.
35. One in four parents are unhappy with the provision of activities outside lessons, including competitive sport. Inspection findings are that the school normally provides an appropriate number of out of school activities for its size, although many of these have not taken place recently because of staff training. Individual pupils are encouraged to make use of sports' facilities offered in the neighbourhood, but there are few matches arranged between schools. Extra-curricular provision has also been severely curtailed in the last year by the foot and mouth epidemic. This led to there being limited opportunities for pupils to compete against other schools.
36. The provision for pupils' personal, social and health education is satisfactory overall. A new scheme of work supports teachers in planning a suitable programme of topics including drugs and sex education.
37. The provision for spiritual development is satisfactory. There are suitable times for prayer and quiet reflection during assemblies and before lunch. The personal testimony of an individual teacher was used very effectively in one assembly to demonstrate the importance of prayer to a believer. Pupils are given suitable opportunities to learn about the differing beliefs and customs of people from the major world faiths. The promotion of different faiths was weak at the time of the last inspection. This is no longer the case.
38. The school has not been successful in ensuring that older pupils have satisfactory attitudes and behaviour in lessons and this means that the provision for developing moral values is unsatisfactory overall. At the time of the last inspection there were clear expectations of behaviour and respect. Whilst the school has drawn up appropriate new rules these are not consistently followed by older pupils. Good features of moral development include assemblies, which help pupils to learn about important moral issues. For example, an Aboriginal story was used well to demonstrate the importance of sharing and a pre-recorded story about pollution helped younger pupils reflect on what they could do to keep the world clean.
39. The provision for social development is satisfactory. A school's council helps pupils to learn about how they can become more responsible. Parents are pleased with the way the school's council has helped to make their children become involved in the life of the school. Pupils are successfully encouraged to care for one another and play together harmoniously at playtimes.
40. There are suitable opportunities for pupils to develop an awareness of different cultures. Very good use is made of art from around the world to look at cultural differences. Pupils are given good opportunities to take part in local events such as the annual flower festival and planting trees and bulbs in the community. However, pupils do not always show respect when listening to music from other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school effectively promotes the welfare, health and safety of the pupils in a caring and secure environment. All members of staff continue to show great concern for the well being of pupils and a range of measures exists to promote their development. In this small school all staff know the pupils well, are sensitive to the needs of the pupils and consistently monitor well their personal development and their ability to cope on a day-to-day basis.
42. From the time of the last inspection there continue to be satisfactory arrangements for monitoring pupils' academic progress but the information gained from assessing learning is not always used effectively to support pupils' learning. Good use is made of test data by senior members of staff to identify weaknesses and strengths within subjects. They use this

information to increase provision to support areas such as handwriting that need developing. Teachers regularly assess pupils' work in English and write evaluative comments to help them improve. However, these comments are not always used successfully to encourage pupils to try harder because they are not always encouraged to refer back to marking when they do their next piece of work. In other subjects, suitable information is kept with teachers' planning. As at the time of the last inspection, information collected on pupils' attainment and progress is not always used to plan work in Years 3 to 6, resulting in a lack of challenge in some lessons.

43. The school continues to have effective systems to monitor and promote attendance. Registers are marked speedily, correctly and efficiently at the start of the school day and after lunch. All absences are properly noted and contact made with parents to explain the absence. Attendance figures are properly aggregated and reported to parents. There was negligible unauthorised absence recorded last year.
44. Procedures for promoting good behaviour have not been effective. Despite the implementation of a variety of different strategies behaviour has not improved. The headteacher and staff provide good role models to the pupils and reinforce their expectations in class and around the school. Pupils have been involved in the creation of the class rules. Rules are consistently applied by staff who were observed to pre-empt incidents of possible misbehaviour in the playground with firm, calm intervention.
45. A child protection policy has been produced since the last inspection and is now effectively implemented. All members of staff are aware of the need for vigilance and what to do if they have a concern.
46. Health and safety continue to be promoted effectively. Potential hazards are identified and remedial action taken as necessary. All staff members are safety conscious and constantly look to ensure that the pupils' welfare is effectively safeguarded. Staff work hard to create a secure environment in which the well being of pupils is promoted effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Most parents continue to be supportive of the school. However, a higher than usual proportion have concerns about some of the work of the school. The partnership is satisfactory, overall, but there are areas of weakness.
48. A large majority of parents responding to the questionnaire feel that their children like school and would feel comfortable about approaching the school with questions or a problem. They also believe that the school expects their children to work hard and achieve their best. They feel reassured that their children are helped to become mature and responsible. Inspection findings confirm that the school is open to parents and members of staff are happy to talk to them at any reasonable time. Members of staff work hard to encourage pupils to become responsible through activities like the school council. However, older pupils do not behave maturely or responsibly in lessons.
49. Some parents are concerned about the range of activities outside lessons. The school accepts that the range of opportunities could be extended further.
50. The school values highly the support and contributions made by parents. Parents and other adults are encouraged to involve themselves in the life of the school and a number respond enthusiastically by participating in a range of activities. They help in particular activities in the classroom and around the site. In addition, parents are supportive of the work that their children are expected to do at home. The home school diary, which is a recent initiative by the headteacher, has been well received but is not used as well as when it was first introduced. The school is aware of the need to more rigorously check the consistent use of the diaries of all pupils. There is an active and enthusiastic Parents' and Friends' Association that raises substantial amounts of money in support of the school.

51. Information to parents is satisfactory overall. Newsletters are informative and reports to parents provide much good information including grades for effort and levels of achievement. They all include areas for improvement and parents feel that they give a clear picture of how well their child is doing. However, there is insufficient information provided for parents in advance about areas of the curriculum to be covered. The inspection team agrees with parents that this type of information would help them to contribute more significantly to their children's learning at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher has only been in post for one year and currently provides satisfactory leadership and management for the work of the school. Most parents are happy with the quality of leadership provided by the headteacher. They find him approachable and feel that he has already had a good impact on some aspects of the school's work. They are particularly pleased with improvements in ICT and with the new school uniform.
53. There is a strong commitment to improving the quality of education provided by the school. The headteacher has sensibly spent the short time he has been in school ascertaining where improvement is needed and he now has a good understanding of the school's strengths and weaknesses. This includes an understanding that behaviour in the school is not good enough. The steps that have been taken so far to address this issue have had only a limited effect. There are new 'golden rules' and arrangements for coming into school at the start of the day have been changed. There has been a focus on improving behaviour in assembly and a visiting vicar reports that this has improved markedly. Nevertheless, the headteacher acknowledges that more needs to be done to improve the behaviour of older pupils in lessons.
54. There is a good school development plan. It is detailed and sets appropriate targets. It includes suitable criteria for measuring success and sets realistic time scales for improvement.
55. There is a weakness in the headteacher's leadership in the failure to take members of staff with him as he implements change. As a result, there is a lack of teamwork throughout the school, with the headteacher, teachers and learning support assistants not always pulling in the same direction. Discussions with members of staff suggest that they do not all have a clear understanding of each other's roles and responsibilities for the management of the school. Until these weaknesses are addressed, the school will not improve as quickly as it needs to do.
56. The monitoring of the school's work is satisfactory overall. Test data is carefully analysed by the headteacher and deputy headteacher to show trends in attainment and to identify areas of weakness. Where areas for development are identified, the school is beginning to take effective action. A good example of this is the way the school responded to the weaknesses in writing that are indicated by test results. The school, along with neighbouring schools, set up a writing project aimed specifically at improving the standards of boys' writing by providing them with positive role models of male authors. In mathematics, a detailed audit of standards by the subject manager identified areas of the subject where pupils had weaknesses. This useful information has led to teachers placing a greater emphasis on developing pupils' reasoning skills and giving them more opportunities to identify patterns in their number and shape work.
57. The role of subject co-ordinators is under-developed. Subject co-ordinators have insufficient opportunity to monitor teaching and learning formally. Whilst they gather much useful information through informal observations and discussions, the headteacher has not yet established a climate within the school where the monitoring and evaluation of teachers is accepted as an everyday part of life. Teachers are rarely observed at work in the classroom. This means that the school is not well placed quickly to address the weaknesses in teaching that were apparent during the inspection.
58. Members of staff are given appropriate opportunities to attend a range of training courses. Training is carefully linked to the school development plan or targets identified as part of the teacher's own professional development. This has had a good impact on standards in subjects where it has taken place. For example, all teachers have recently undertaken training in ICT

skills. The impact of this training is evident in the good use that is now made of the school's new computing resources in lessons. Similarly, a recent religious education course has helped the subject manager to identify ways in which she can improve provision in the subject.

59. The governing body successfully fulfils all its statutory duties. Governors are very supportive of the school's work and share the headteacher's commitment to further developing the school. There are several committees that meet regularly and perform useful roles. The chair of governors has a good understanding of the school's strengths and weaknesses, based on regular visits to school as well as detailed discussions with the headteacher. Governors are given detailed feedback on test results and they use this data effectively to gain an understanding of what the school does well and how it could improve. Individual governors also usefully have responsibility for individual curriculum areas but the governing body has identified this aspect of their monitoring as an area for further development.
60. Financial planning is good. The school maintains a small contingency fund, but rightly spends most of its available budget on benefiting the pupils currently in the school. Budgeting is systematic and based on a good understanding of the needs of the school. Decisions are carefully made on the basis of 'Will this help the school to improve?' The headteacher has identified the need to develop a long-term plan for the improvement of resources as finances allow.
61. The school successfully seeks additional funding from a range of sources, and these grants are used well so that they have a positive impact on learning. This is most noticeable in the good impact on standards of government money allocated to improve literacy skills in Year 2. Regular small group sessions, taken by a learning support assistant, are a significant contributory factor to the good progress made by younger pupils. The school applies the principles of 'best value' to its work, for example by ensuring that competitive bids are sought for all large purchases. Parents make a significant contribution to the financial security of the school. The money they raise is spent well to improve resources or accommodation.
62. Staffing levels are satisfactory, overall. The headteacher has a heavy teaching commitment, which limits the time that he has available to monitor the work of the school. This limits his effectiveness. Teachers have a wide range of skills, and good use is made of those who have a particular skill to work with different year groups. For example, the art specialist frequently takes classes other than her own for art lessons. The good number of well trained support staff helps pupils to learn well, especially those pupils who have special educational needs. Support staff are rightly deployed across the school, with additional support focused on Key Stage 2, where classes are significantly larger. The secretary ensures that the school runs smoothly on a day-to-day basis, with routine tasks such as the upkeep of attendance registers well managed.
63. Accommodation is satisfactory. The school is kept very clean and is well maintained. Although, there are many good features to the building including its unusual and attractive design, some classrooms are small, given the numbers of pupils in classes in Years 3, 4, 5 and 6. The small hall limits physical development. Attractive displays help to make the building an exciting place to work and celebrate the achievements of pupils, particularly in subjects such as art and design, ICT, and design and technology. Recent developments, including improving storage space have helped to provide additional teaching areas in school.
64. Resources are unsatisfactory, with some strengths but also some significant weaknesses. They have improved since the last inspection in ICT and this is having a good impact on standards. However, in many other subjects resources are barely adequate and the school has to rely on borrowed resources. There are few artefacts in religious education or history, and very few maps to support the teaching of geography. In many lessons, a lack of everyday resources such as rulers, rubbers and glue sticks slows the pace of learning as pupils wait for equipment to become available.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise standards of attainment and improve the attitudes and behaviour of pupils, the governors, headteacher and staff should:

- ◆ Improve the way that members of staff work together by
 - Giving members of staff opportunities to share their concerns with each other.
 - Improving systems of communication between members of staff.
 - Clarifying the roles and responsibilities of members of staff so that they are clearly understood.

(Paragraph 55)

- ◆ Improve the quality of teaching so that it is consistently good throughout the school by
 - Raising teachers' expectations of what should be achieved in lessons and making these expectations clear to the pupils.
 - Ensuring work assessment information is used to plan work that meets the needs of pupils' of differing prior attainment.
 - Ensuring that more able pupils are consistently challenged and involved in their learning.
 - Planning more opportunities for pupils to show initiative in their learning, especially in using and applying their mathematical and scientific knowledge to practical situations.
 - Setting and establishing clear boundaries for acceptable behaviour in lessons and making sure that pupils and parents understand what is expected.

(Paragraphs 14, 17, 18, 20, 22, 24, 27, 98, 105, 110, 111, 114, 116, 119, 121, 127, 130, 149, 152, 153, 159, 182, 185)

- ◆ Set clear and achievable targets for improving the behaviour of pupils who have been identified as having behavioural problems.

(Paragraphs 33, 99)

- ◆ Plan a clear structure for the development of listening skills throughout the school.

(Paragraphs 75, 95, 103)

- ◆ Improve the effectiveness of monitoring and evaluation of teaching that will identify strengths in teaching and help teachers to improve where there are weaknesses.

(Paragraphs 57, 59)

In addition, the following areas for improvement should be considered for inclusion in the action plan:

- ◆ Set a realistic timetable for the gradual improvement of resources in the school. (Paragraphs 64, 154, 161, 178, 193)
- ◆ Develop the involvement of parents in their children's learning by making more consistent use of home/school books and providing more information about what is being taught in topics. (Paragraphs 50, 51)
- ◆ Give pupils more opportunities to develop physical skills through lessons, clubs and competitive sport. (Paragraphs 35, 185)
- ◆ Continue to improve the presentation of pupils' work. (Paragraphs 101, 116, 127, 158)
- ◆ Review the amount of time allocated to the teaching of religious education and music. (Paragraphs 30, 176, 183, 191)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	8	22	2	0	0
Percentage	0	0	25	69	6	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	100
Number of full-time pupils known to be eligible for free school meals	6
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	27
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	8
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	9	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	93 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year. Data for boys and girls has been omitted to avoid identification of individual pupils.

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	3	12	15

National Curriculum Test/Task Results		English	Mathematics	Science
	Total	12	9	14
Percentage of pupils at NC level 4 or above	School	80 (77)	60 (85)	93 (92)
	National	75 (75)	93 (92)	87 (85)

Teachers' Assessments		English	Mathematics	Science
	Total	12	8	13
Percentage of pupils at NC level 4 or above	School	80 (85)	53 (77)	87 (77)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year. Data for boys and girls has been omitted to avoid identification of individual pupils.

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	97
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	20.6
Average class size	23.75

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	73

Qualified teachers and support staff: nursery

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.3
Number of teachers appointed to the school during the last two years	1.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2001
	£
Total income	231865
Total expenditure	224232
Expenditure per pupil	2003
Balance brought forward from previous year	10801
Balance carried forward to next year	18434

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	95
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	37	11	2	4
My child is making good progress in school.	35	44	9	6	6
Behaviour in the school is good.	27	43	15	11	4
My child gets the right amount of work to do at home.	19	52	15	4	10
The teaching is good.	39	41	6	6	8
I am kept well informed about how my child is getting on.	31	43	19	4	3
I would feel comfortable about approaching the school with questions or a problem.	50	38	6	4	2
The school expects my child to work hard and achieve his or her best.	39	46	6	8	3
The school works closely with parents.	35	37	20	0	8
The school is well led and managed.	35	44	6	13	2
The school is helping my child become mature and responsible.	31	52	11	4	2
The school provides an interesting range of activities outside lessons.	11	49	6	19	15

Other issues raised by parents

- Parents of older children felt that there is a lack of challenge in Year 6 which leads to pupils getting bored
- Parents are pleased with improvements in provision for information and communication technology
- Parents like the home-school diary but feel it is not used as well as it was when first introduced in September 2001. They would like more information on what is being taught so that they can support their children at home.
- Provision for homework is felt to be variable in quality and parents would like more feedback once homework has been handed to the teacher
- Parents feel that physical education has not been given sufficient priority and they would like pupils to have more opportunities for competitive sport
- Parents feel that the new house system has been a beneficial development

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

65. There are currently seven children in the reception year (foundation stage), five of who started school at the beginning of the spring term. They are taught in a mixed age class including reception and Year 1 pupils. The permanent teacher of this class was not teaching at the time of the inspection due to a long-term absence, with lessons being taken by a temporary teacher.
66. Provision for children in their first year at school has improved since the last inspection and is now good. The curriculum has been developed in the light of national initiatives, and the good teaching seen during the inspection is having a positive impact on children's learning.
67. Children's attainment on starting school in the reception year varies from year to year, but overall is below average. This is confirmed by assessments made in the children's first few weeks at school. Inspection findings show that children in the reception year make good progress overall and achieve well in relation to their prior attainment. Children are on target to exceed the expectations for the end of the reception year (the early learning goals) in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world and creative development. Standards of attainment are higher than at the time of the last inspection. In physical development, children are on target to achieve the expectations of early learning goals by the end of the year.
68. The curriculum for children in the reception class is good. It is carefully planned and takes full account of the needs of all children. Planning is based on the nationally recommended foundation stage curriculum and, where appropriate, the expectations of the National Curriculum. The teacher works hard to ensure children have access to the full range of the foundation stage curriculum even though there are two age groups in the class. Nevertheless, the comparative lack of space in the classroom means that it is difficult to set up a full range of activities at any one time and children get fewer opportunities than would normally be found to make choices about where they are going to work.
69. The teacher's assessment of children's attainment and progress is satisfactory. Assessments are made when children start school, and this information is used effectively to identify what individual children need to learn next. The teacher keeps suitable records of children's progress, and uses this information successfully in order to ensure that activities build on what has already been taught.
70. There is good liaison between the school and home when children start school. Parents are welcomed into school at any time to discuss concerns, and new children spend time in the class before they are due to start. These activities help them to settle into school quickly.

Personal, social and emotional development

71. The quality of teaching in this area of learning is good. The teacher works hard to overcome the limitations of the accommodation which makes it difficult to give children opportunities to make choices about where they are going to work or what they are going to do.
72. The teacher and learning support assistants are calm, caring and patient, and have a good knowledge of both the social and educational needs of individual children, even though at the time of inspection many of them had only recently started school. Good use is made of praise to develop self-esteem and children are successfully encouraged to become independent, relate well to each other and behave sensibly. Times when children talk together are used effectively to encourage them to think about things that affect them and to talk about the needs of others.
73. Children's levels of independence in the reception year are good. Children are enthusiastic

about school and try hard in all their activities. They show respect for property, as well as care and concern for each other and develop a good understanding of the difference between right and wrong. Children are often expected to get resources out without adult help but do not always help to tidy up at the end of lessons. This is an area of social development that could be improved.

74. Teaching is effective because the teacher has good expectations about how children should work. They expect children to think for themselves about how they are going to work, giving them support when necessary. This was seen to good effect when children were able to make choices at the end of a mathematics lesson. They talked to the learning support assistant about what they were going to do and then worked on their chosen activity. They show good levels of perseverance and concentration, as well as good levels of imagination, for example when making up their own role-playing game. The learning support assistant ensured that work was purposeful by setting individual challenges for children such as asking those working with small construction kits to make a moveable model using only 10 bricks. The children responded well to this support, using their own ideas to produce good quality work.

Communication, language and literacy

75. There is a good emphasis on developing children's language skills in all activities. This helps children to make good progress, overall, in this area of learning. Listening skills are satisfactory. Children listen well to the teacher but do not always listen well to each other. In contrast, speaking skills are well developed. Children take a good part during group discussions and talk confidently to adults, especially when talking about their own experiences. For example, they explained about how they looked after their own pets after looking at fish that had been brought in by the teacher.
76. Reading skills are taught effectively, with elements of the literacy hour used appropriately to ensure that there is sufficient challenge for higher attaining children. Children are heard to read regularly and there is a clear structure to the teaching of reading, with good use made of a commercial reading scheme. The teacher and learning support assistant have high expectations of what children should achieve. Stories are read well, and children enjoy listening to them. They respond appropriately, joining in with the teacher when they recognise a text. Children successfully identify the different parts of a book and they all know that text carries meaning. Higher attaining children are beginning to read simple texts and can talk accurately about the events in the story. They have a good knowledge of the sounds that letters make and use this to help them read unknown words. For example, in a literacy lesson most children were able to think up words that rhymed with 'cat' and to draw pictures of objects that begin with the letter 'w'.
77. The teaching of writing is good and children who have only recently started school are already beginning to attempt to write words and retell stories. Children are enthusiastic and always willing to record their ideas. They often use recognisable words or letters when writing on paper. Supplies of paper, pens and pencils are readily available in the classroom, and children happily use them to record their ideas. The teacher gives children opportunities to write in many different areas of learning and this helps to ensure that work is purposeful. Higher attaining children begin to write in short sentences, often attempting to spell common words. Lower attaining children copy write under the teacher's own writing and also make some limited attempts to write down their own ideas. They are not afraid of making mistakes and this helps to develop a positive '*i can achieve*' attitude to writing. Handwriting is generally accurate and children present work neatly for their age.
78. Procedures for assessing children's attainment and progress are good in this area of learning. Teachers make good use of 'First of the month books'. In these, children make an attempt at an independent piece of writing. This is carefully marked and annotated by the teacher and provides a very useful record of progress over time, as well as helping the teacher identify what needs to be taught next.

79. Homework is well planned and makes a sound contribution to children's learning, especially in the development of reading skills.

Mathematical development

80. Children make good progress in developing mathematical skills. By the end of the reception year, most children recognise numbers to ten, with some higher attaining children recognising higher numbers. When working orally, higher attaining children can work out 'one more than' a given number. Children enjoy playing simple number games on the computer, and confidently use appropriate mathematical language, such as 'bigger than' and 'smaller than'.
81. Teaching is good. There is a strong practical element to learning and this helps to involve the children and makes learning fun. For example, a lesson about symmetry began with all children singing different number songs. Children joined in well, showing a good understanding of numbers to 10 and beginning to order them. The teacher successfully varied questions so that the needs of children with different ability levels were met and the theme of pattern was well developed throughout the lesson. The teacher encouraged the children to look for patterns in the songs before asking them to identify patterns in photographs of natural objects. The purpose of the main activity was made clear to the children and members of staff ensured that they all understood what they had to do before they began their work. Once working independently, children were well supported by a learning support assistant. She encouraged children to work independently, offering individual assistance as necessary. This helped to ensure that all children were able to complete the task of making symmetrical butterfly prints.

Knowledge and understanding of the world

82. Pupils make very good progress in this area of learning, developing a very wide range of skills and knowledge. The good quality teaching and the very wide and varied curriculum helps to ensure that children very quickly acquire new skills. Children know that hedgehogs hibernate and describe the life cycle of different plants and animals. They can identify different parts of the body and understand what plants need to help them grow. Work on faiths such as Judaism helps children to understand that not everyone is the same or believes in the same things.
83. The teacher plans a wide range of exciting and practical activities. Good use is made of visitors and the local community to widen children's experience. For example, a local resident came into school to talk about the sort of toys he used to play with. Children became 'history detectives' finding out about the past by listening to and questioning the visitor.
84. When developing scientific skills, children are given good opportunities to test things out. For example, they carried out an investigation to find out which sort of material was the most waterproof. Children are confident about naming and sorting different materials and they understand that some materials can be picked up using a magnet.
85. Resources are used effectively to make activities interesting and relevant. In a lesson planned to help children learn about the differences between living and non-living things, the teacher brought in some fish for the children to look at. This promoted a good quality discussion about the distinctive features of living things. The teacher used questions such as '*what's different about each fish*' to elicit appropriate responses and extend learning.
86. Children show good skills when using the computer. They read simple text on the computer monitor and confidently use the keyboard and 'mouse' to write out words or draw pictures. The teacher effectively encourages this by making sure that the computer is readily available for everyday use in the classroom and allowing appropriate time for the teaching of specific skills.

Physical development

87. Children develop a satisfactory range of physical skills. They have regular opportunities to work outside, and their learning is also enhanced by regularly timetabled physical education lessons.

The quality of teaching in these lessons is satisfactory. Appropriate use is made of taped dance programmes to help children develop their skills. Children generally respond well to these, although a few do not always listen carefully enough.

88. In a lesson where children developed movements on the theme of 'The Toymaker', there were sound opportunities for children to develop skills at an appropriate rate. Children found space well and made some imaginative movements to represent different parts of the story. However, the teacher just let the tape run, rarely stopping it to reinforce teaching points. This meant that there was insufficient time for children to 'experiment' with their own ideas or to share their work with each other. This limited children's learning in this lesson.

Creative development

89. Children's achieve good standards in this area of learning. They produce well-observed paintings, for example of 'Spot with his bone and Mr Bear'. These paintings show a good understanding of composition and a good use of colour. They make interesting models using clay and they colour pictures carefully using crayons. Children enjoy singing and join in with enthusiasm when making music in the classroom or in assembly.
90. The quality of children's role-play is good, although it is occasionally limited by the lack of space in the classroom. Children show good levels of co-operation and imagination when playing. For example, two girls worked for a long period of time playing a shopping game that they had made up, using the 'class shop' as a starting point.
91. There is insufficient evidence to make a judgement on the quality of teaching. However, a scrutiny of children's previous work and teacher's planning shows that there are good opportunities for children to develop a range of skills. Activities are carefully planned and generally have a very good practical focus. This helps children to be interested in their work and is a significant factor in the good progress that is made.

ENGLISH

92. Overall, pupil's attainment is broadly average by the end of Year 2 and Year 6, with reading being above average throughout the school and skills in listening below average by the end of Year 6. Pupils' attainment and progress are broadly similar to those found at the time of the last inspection. Pupils with special educational needs make satisfactory progress.
93. National Curriculum test results at the end of Year 2 show that over the last four years attainment has been above average overall in reading and writing when compared with all schools and average when compared with similar schools. In 2001, pupils' attainment was well above average. However, test results vary depending on the number of pupils with special educational needs in each year group. One in four pupils in the present Year 2 have special educational needs and attainment is not on target to be as high as in previous years. Nevertheless, all pupils in Year 2 have made good progress in reading and writing since the time they started school, when their attainment was below average.
94. National Curriculum test results at the end of Year 6 show that over the last four years attainment has been above average overall, with boys achieving less well than girls. However, there is no significant difference between the attainment and progress of girls and boys in lessons. Inspection findings show that pupils are not on target to achieve these high standards this year. This is because many pupils have unsatisfactory attitudes towards learning, resulting in an inconsistent quality of work. However, results of tests taken when pupils were at the end of Year 2 show that these pupils have made satisfactory progress overall since that time.
95. In speaking and listening, pupils make satisfactory progress in Years 1 and 2 and unsatisfactory progress in Years 3 to 6. Older pupils do not listen well to each other or to the teachers and rarely respond to the views and ideas of others. They are slow to express their views and few volunteer to answer questions. The school does not have any clear programme for developing

listening skills as pupils progress through the school. This means that expectations for different year groups are not clear.

96. Throughout the school, pupils make good progress in reading. By the end of Year 2, all pupils are keen to share books with adults and are confident when discussing illustrations and text. Most pupils read clearly with good expression and use various strategies to help them read unfamiliar words. By the end of Year 6, pupils read fluently with very good expression. They have clear preferences for types of book and authors and use the 'blurb' on the backs of books when choosing what to read. Higher attaining pupils discuss complex plots and characters in depth, drawing on their own experiences to empathise with characters and to consider what might happen next in the story. All pupils know how to use the non-fiction library to carry out research. Parents are pleased with the progress their children make in reading.
97. In writing, pupils make good progress in Years 1 and 2 and satisfactory progress in Years 3 to 6. By the end of Year 2 most pupils write well-punctuated sentences, spelling common words correctly. Higher attaining pupils write clearly in joined handwriting and use more unusual vocabulary to make their writing interesting. Lower attaining pupils have weaker hand control and their writing is rather repetitious showing less awareness of the needs of an audience. By the end of Year 6, pupils make effective use of a range of adjectives to make their writing more interesting. Higher attaining pupils use a greater range of punctuation such as paragraphs to help organise their work. Lower attaining pupils use punctuation correctly but have weaker spelling.
98. The quality of teaching is satisfactory overall, with good teaching in Years 1 and 2 and an example of unsatisfactory teaching in Years 5 and 6. In Years 1 and 2, teachers' planning shows what pupils of differing prior attainment are expected to learn and a good mix of practical and written activities helps to make learning interesting. In the unsatisfactory lesson in Years 5 and 6, pupils were inattentive throughout the lesson and their behaviour was not managed successfully. As a result, pupils completed less work than they should. The unsatisfactory attitudes and behaviour of many older pupils has a negative impact on sustaining the quality of their work and means that teaching is less effective than at the time of the last inspection.
99. In Years 1 and 2, teachers encourage good behaviour by praising pupils who sit and listen sensibly and most pupils work well with or without adult support. However, strategies used to encourage pupils who have been identified as having emotional and behavioural difficulties to behave sensibly, are not always successful. This is partly because the targets set in their individual education plans are insufficiently specific so that pupils are not clear about what is expected of them.
100. Throughout the school, teachers demonstrate a good knowledge of the subject and explain the purpose of work effectively. They encourage a good variety of types of writing such as letters, book reviews, factual accounts and stories. Books and activities are carefully chosen to support learning in other subjects. For example, in Years 1 and 2 a non-fiction text about 'movement' supports learning in science and in Years 5 and 6 pupils write arguments for and against wartime evacuation as part of their history topic. Spelling has been an area of school development and spelling rules are now taught well and have a good impact on pupils' skills.
101. Teachers take care when marking pupils work and write constructive suggestions to help them improve. However, older pupils do not always follow the advice they are given and the quality of work in Years 3 to 6 varies in quality, although it has improved in the last year. Throughout the school, teachers do not ensure that pupils follow the school's policy for the presentation of work and, as a result, work is often untidy with mistakes carelessly crossed out. Suitable homework is set linked with what pupils have been learning in class. For example, in Years 3 and 4 pupils were asked to list adjectives to describe different types of weather following a lesson looking at comparative adjectives in a poem about a hurricane.
102. Lower attaining pupils are given effective additional support in small groups, especially in Years 1 and 2. These sessions are well managed by learning support assistants and have a good

impact on the development of reading and writing skills

103. Overall, the curriculum is broad and balanced with a suitable scheme of work supporting teachers in their lesson planning. However, there are few planned opportunities to support pupils in developing speaking and listening skills and the school has not identified expectations for different age groups. The school carries out good assessments of pupils' writing once a month and analyses end of year test results thoroughly to show the strengths and weaknesses in the subject. For example, the school has been focusing on improving handwriting and effective support in class and with a learning support assistant working with small groups, has helped to improve standards this year. In Years 5 and 6, individual targets are kept at the front of pupils' workbooks as a useful reminder to pupils and members of staff. However, teachers do not always make effective use of information they have collected on pupils' attainment and progress when planning lessons.
104. Information and communication technology is used very effectively to support learning in the subject, although older pupils tend to spend more time on changing font size and the shape and colour used for the title rather than on improving the content of their writing. Effective use is made of voluntary help to support individual reading and this has a good impact on standards.

MATHEMATICS

105. Pupils' attainment is broadly average by the end of Year 2 and Year 6. Standards of attainment are broadly similar to those found at the time of the last inspection. However, progress is variable across the school. It is best in Years 1 and 2 where the teaching is good and work is closely matched to individual needs. In Years 3 – 6, progress is slowed by the negative attitudes to learning shown by many pupils, especially in Years 5 and 6. This means that teachers have to spend too much of their time trying to ensure that pupils listen and complete their work. In addition, there is a lack of challenge in some lessons, with all pupils doing the same activity whatever their prior attainment. This has a negative impact on the progress of higher attaining pupils, in particular, who do not always achieve the standards of work that they should do.
106. National Curriculum test results for pupils at the end of Year 2 and Year 6 vary from year to year because of the small size of year groups. In 2001, test results at the end of Year 2 showed above average standards when compared with all schools and average standards when compared with similar schools. In 2001, all pupils achieved at least Level 2. Inspection findings show that in the current Year 2, the number of pupils achieving level 2 will not be so high. This is because there are more pupils with special educational needs than there were in the previous year.
107. National Curriculum test results at the end of Year 6 in 2001 show that pupils' attainment was below average when compared with all schools and well below average when compared with similar schools. The current Year 6 is on target to achieve higher standards. The school has set very ambitious targets for this year group, including a very high percentage of pupils targeted to achieve Level 5 in end of year tests. Inspection findings show that whilst standards are higher than in 2001, pupils who have been targeted to achieve Level 5 are not yet working at that level in class. This is because there is insufficient difference between the work given to higher, average and lower attaining pupils.
108. By the end of Year 2, pupils have a good understanding of basic number concepts. They count forwards and back in ones, twos and fives, and add and subtract using numbers up to at least one hundred. More able pupils confidently work with larger numbers than this. When handling money, most pupils add together small sums using pence and solve simple shopping problems. Pupils can halve shapes and numbers and sort objects into sets according to colour, shape and size. They measure accurately using everyday objects, and are developing an awareness of the need for 'standardised' units of measure. Higher attaining pupils are beginning to develop a good understanding of place value.

109. By the end of Year 6, pupils have begun to work confidently with larger numbers. They have a good understanding of multiplication and division, and estimate accurately with numbers up to a 1000. Pupils recognise equivalence in fractions and tell the time accurately. They have a good knowledge of shape, correctly identifying different 3-D shapes, rotational and reflective symmetry, and calculating the perimeter of regular shapes.
110. Pupils have weaker skills in using and applying their mathematical knowledge and this aspect of attainment is less well developed than other parts of the curriculum. Teachers do not give pupils enough opportunity to apply what they have learnt to investigations or problem solving. As a result, pupils sometimes lack confidence in applying their skills to practical situations.
111. The quality of teaching is good in Years 1 and 2 and satisfactory in Years 3 to 6. There have been some important improvements in teaching over the last three years and this has helped to raise standards in Year 6, even over the last year. Teachers are now giving far greater emphasis to teaching mental mathematics skills and they are assessing learning more accurately. Teachers plan lessons carefully, using the format recommended by the numeracy strategy. However, in Years 3 – 6 they do not always identify in their planning what they expect pupils of differing prior attainment or age to learn from a particular activity. This is a weakness of teaching because it means that on occasions the needs of all pupils are not fully met.
112. In Years 1 and 2, teachers' planning clearly shows what pupils of differing ages or abilities are expected to learn and this is evident in practice. For example, in a lesson about shapes, higher attaining pupils worked on identifying right angles in different 2-D shapes whilst lower attaining pupils made right angle 'testers'. Teachers use assessment information effectively to help them decide what to teach next, as is shown by the opportunity given to pupils to make right angle 'testers'. The teacher had noted in the previous lesson that pupils did not fully understand the concept of a right angle so chose to reinforce the skills in this practical way. By the end of this lesson, most pupils were able to identify a right angle in a shape.
113. In Years 1 and 2, class sizes are very small and this means that the teachers are able to give pupils a great deal of individual attention. Good use is made of adult helpers, many of whom are volunteers, to give additional support to pupils. Teachers make effective use of praise, ask suitable questions to ensure that pupils understand and make appropriate use of a review session at the end of lessons to share and reinforce what has been learnt. Behaviour is managed effectively and, as a result, pupils mostly behave well in lessons. However, in the Year 1 and 2 class, a small number of pupils who have been identified as having behavioural problems demand a disproportionate amount of the teacher's time in order to ensure that their behaviour does not affect the learning of other pupils.
114. In Years 3 – 6 the learning of pupils is slowed by their negative attitudes towards the work they are given. Pupils do not listen well to the teacher, especially in Years 5 and 6. They do not always behave sensibly when they are working. Teachers work hard to overcome these problems but are not always successful. The need to manage this behaviour means that new skills are not introduced as quickly as they might otherwise have been, with discussions constantly interrupted by the necessity to keep pupils on task.
115. A good feature of teaching in Years 3 – 6 is the use of questioning to assess pupils' knowledge and to help them to think mathematically. For example, questions such as *'how do you know this shape is symmetrical?'* and *'what features do symmetrical patterns have?'* helped pupils to extend their knowledge. Teaching is most effective when there is a strong practical focus to activities. When this was seen in Years 3 and 4, pupils responded well. In this lesson, the teacher used a range of practical activities to reinforce pupils' knowledge of angles. The teacher asked pupils to stand up, close their eyes and follow different instructions designed to show different sorts of turns. Pupils responded well to this. They behaved sensibly and carried out the task successfully.
116. Work is regularly marked, although teachers rarely add written comments to identify how pupils could improve. This is a weakness of marking as it means that an opportunity to involve pupils

in their own learning is missed. There is insufficient emphasis in marking work on improving the quality of presentation. In Years 3 to 6, pupils' work is not presented as well as it should be. This is indicative of the low expectations of teachers and a '*couldn't care less*' approach from some pupils.

117. Learning support assistants are used effectively throughout the school to support lower attaining pupils or those who have been identified as having special educational needs. This helps them to make generally satisfactory progress. Some teachers have begun to prepare an information sheet for learning support assistants to show exactly what their role is in a particular lesson. This is good practice, which helps assistants to fulfil their role effectively without time being wasted.
118. Teachers give pupils good opportunities to use their numeracy skills in subjects other than mathematics. For example, they measure in science and design and technology, and count in physical education lessons. Pupils are encouraged to use ICT to support their learning, for example by making different sorts of graphs. Attractive displays of work show how pupils have used ICT to present data in different ways.
119. The curriculum is broad and balanced, and the numeracy strategy is firmly embedded in school practice. A commercial scheme is used to good effect to support teachers when they are planning work. However, the needs of all pupils are not met when work is not varied sufficiently for different age or ability groups.
120. There are satisfactory procedures for monitoring pupils' attainment and progress, and teachers often use this information effectively to decide what needs to be taught next. The school makes effective use of National Curriculum tests and other assessments to measure progress throughout the school.
121. In the past year, the school has begun to make greater use of test data to identify strengths and weaknesses of pupils' attainment in the subject. For example, the subject co-ordinator carried out a detailed scrutiny of test papers for pupils in Year 6 who completed the tests in 2001. This helpfully identified areas for improvement and, in many cases the school has taken effective action to address weaknesses. For example, more time has been allowed for developing reasoning skills in the current academic year. Nevertheless, the impact of these improvements will not be as great as they could be whilst there continues to be a lack of challenge for higher attaining pupils.

SCIENCE

122. Pupils' attainment is broadly average at the end of Year 2 and Year 6 and all pupils, including those with special educational needs, make satisfactory progress overall. Pupils make good progress in Years 1 and 2. Attainment and progress are similar to those found at the time of the last inspection.
123. National Curriculum test results at the end of Year 6 show that whilst almost all pupils attain the expected Level 4, few pupils attain the higher Level 5. In 2001, test results were below average when compared with all schools and well below average when compared with similar schools. In Year 2, the teacher's assessments in 2001 show that all pupils attained the expected Level 2 and an above average number attain the higher Level 3. Attainment in the present Year 2 is not as high as in 2001 because there are more pupils with special educational needs.
124. By the end of Year 2, most pupils carry out a simple test with help from an adult and make good observations about the properties of materials such as 'glass is transparent' and 'paper is flexible'. Higher attaining pupils use scientific terms correctly such as 'greater force' when describing the findings of an investigation into the distance cars travelled down various slopes and are aware of the need to repeat a test to confirm a result.
125. By the end of Year 6, pupils have developed a good factual knowledge of topics covered

recently. They understand the different properties of liquids, solids and gases and know that living things live in various habitats. However, their written work does not show that they consider the significance of findings of investigations or devise their own ways of recording these findings. Pupils in Years 3 and 4 understand the importance of keeping fit and they evaluate the healthiness of their own sandwiches effectively.

126. The quality of teaching is satisfactory overall with good teaching in Years 1 and 2. In Years 1 and 2, the teachers give pupils good opportunities to learn by taking part in practical investigations and ask probing questions at the ends of lessons to encourage pupils to discuss scientific reasons for their findings. For example, after discussing findings of an investigation, pupils considered the difference rubber tyres and three or four wheels made to the grip and balance of vehicles. Work is carefully planned to meet the needs of pupils of differing prior attainment and the teachers have high expectations of what pupils should achieve. As a result, pupils work quickly and enthusiastically and make sensible predictions about what might happen.
127. Throughout the school, teachers have a good knowledge of the subject and teach facts clearly. Effective use is made of resources to make learning interesting. Teachers are careful to explain the purpose of lessons and tasks are related to pupils' every day lives effectively. For example, in Years 3 and 4 the teacher set up a relevant experiment to test the suitability of various drinks for protecting children's teeth. Teachers are careful to remind pupils of the need to carry out a 'fair test' to ensure reliable results. However, in Years 3 to 6 pupils have few opportunities to plan, carry out and record their own investigations and lesson planning does not show expectations for pupils of differing abilities. Pupils are not given enough opportunity to consider and record reasons for their findings and this means that higher attaining pupils are not always challenged enough.
128. Learning support assistants provide effective help for pupils with special educational needs enabling them to take a full part in lessons. Most pupils enjoy science and pupils in Years 3 and 4 show interest by asking the teacher sensible questions about the topic being studied. However, older pupils tend to talk too much when they are working and this means that written tasks are not always completed quickly and carefully. The quality of teaching is not as good as at the time of the last inspection when it was good overall.
129. The curriculum is broad and balanced, although older and higher attaining pupils have limited opportunities to devise and carry out their own investigations. Effective use is made of pupils' numeracy skills in Years 1 and 2. For example, pupils used metre sticks to measure the distance cars travelled down a slope. However, opportunities are sometimes missed in Years 3 and 4 when teachers measure quantities for the pupils.
130. Teachers carry out satisfactory assessments of pupils' attainment and progress and these are used well in Years 1 and 2 to help plan what pupils should do next. However, procedures for using assessment information in Years 3 to 6 are unsatisfactory overall. Only limited use is made of assessments of pupils' learning in these year groups. As a result, pupils of differing prior attainment often complete the same work.
131. Older pupils have appropriate opportunities to apply their numeracy skills to scientific problems, for example by making graphs and charts to show their findings. However, there is little evidence of information and communication technology being used to support learning.

ART AND DESIGN

132. Pupils' attainment is above national expectations by the end of Year 2 and Year 6. This is better than at the time of the last inspection. The quality of work has improved because the quality of teaching continues to be good, with teachers having a good subject knowledge that encourages pupils to produce their best work. Pupils also benefit from the very good resources and the generous amount of time allocated to teaching the subject. Taken together, these

improvements have helped to raise standards throughout the school.

133. Pupils, including those with special educational needs, develop a good range of skills as well as a very thorough understanding of the work of different artists. In Years 1 and 2 pupils have been studying Japanese art. They understand very clearly how different cultures use different styles and techniques and apply this knowledge to their own work. For example, pupils paint good quality pictures using a 'dot' technique. They paint and draw using a range of media, such as pencils, crayons and paint. When printing they use different skills and techniques, for example producing good quality block prints of different types of vehicles. At Christmas, pupils successfully applied these skills to make an interesting range of wrapping paper using repeated block printed patterns. Pictures of famous people such as Florence Nightingale show good pencil control, with pupils making differing sorts of marks to show shadow and light.
134. In Years 3 and 4, pupils begin to paint with greater control, giving more attention to fine detail. Again, there is a good focus on studying the painting styles of different cultures, in this case, the Aborigines. Pupils understand the historical background to Aboriginal paintings. They successfully use various techniques to reproduce work in an Aboriginal style. These paintings are of high quality. Pupils show a good awareness of colour and plan their ideas carefully before working on the final product. Good use is made of paints to produce a range of effects such as washes to show a sunrise over the Australian desert. These skills have been carefully taught.
135. By the end of Year 6, pupils confidently apply a range of skills to their work. They have recently been studying 'pop art' and they talk confidently about the styles of artists such as Andy Warhol. Higher attaining pupils confidently explain how the artist Roy Lichtenstein produced paintings based on advertisements of everyday objects, magnified several times over. Pupils apply his technique of using bold colours to a range of good quality paintings. For example, a large painting using repeated animal motifs is colourful and exciting. Pupils carefully chose colours that complement each other and then extend and improve their designs by trying out different ideas to decide which looks best. Similarly, paintings of animals in their habitat show a good understanding of how colours can be mixed and blended to make different effects.
136. The quality of teaching is good throughout the school. Work is carefully planned and pupils are encouraged to try out techniques for themselves. Behaviour is managed effectively although the pace of work from some pupils in Years 5 and 6 is slower than it should be. Pupils in these year groups do not listen well to the teacher and this can slow the pace at which they learn new skills. Nevertheless, most pupils are very enthusiastic about the subject and once they have settled to a task they work conscientiously, showing good levels of concentration.
137. Teachers give good support to individual pupils, with teachers having a good knowledge of what each pupil is capable of achieving. This helps to ensure that most pupils produce work of good quality. Pupils with special educational needs are integrated well into lessons and are offered good support from both teachers and learning support assistants.
138. Good use is made of questioning to encourage pupils to assess pupils' learning and to help them to think about how they can improve their own work. Teachers have high expectations and carefully use the correct technical vocabulary. For example, in a lesson in Years 3 and 4 the teacher talked about '*focal points*' and '*perspective*'. This helps to keep pupils involved and has a good impact on the learning of higher attaining pupils, in particular. Resources are used very effectively to help pupils learn about different styles or techniques. For example, in Years 1 and 2, the teacher showed the class different Japanese paintings to help them understand what they had to do.
139. A noteworthy feature of teaching is the way that art is linked to other subjects. For example, Japanese art is being studied as part of a wider geography topic. The subject also makes a very good contribution to pupils' cultural development. They have many opportunities to appreciate art from their own culture as well as looking at art from other parts of the world. Good quality displays of pupils' art work help to celebrate their achievements.

140. The curriculum is planned carefully using a recommended scheme of work and teachers record pupils' achievements at the end of lessons. This helps to identify what need to be taught next. Appropriate records are kept of what each pupil has achieved over time.
141. Pupils are given appropriate opportunities to link learning in art with their work in ICT and they confidently use a range of art programmes to produce paintings or drawings. For example, pupils in Years 1 and 2 show good 'mouse' control when making line drawings of dogs and scarecrows.

DESIGN AND TECHNOLOGY

142. Pupils' standards of attainment are above national expectations by the end of Year 2 and Year 6. This represents a significant improvement since the last inspection when standards were weak in Key Stage 2. Since the last inspection, the school has allocated a generous amount of time to teaching the subject, making good use of a variety of effective teaching methods. Planning is now more closely linked to a nationally recommended scheme of work and this is helping to ensure that pupils' skills are developed progressively. All these factors have had a very positive impact on standards throughout the school.
143. In Years 1 and 2, pupils learn to experiment with different materials and ideas, for example when making models of 'Incy Wincy Spider'. They work carefully with various materials such as paper, card, and fabrics, showing a good range of both planning and making skills. This is seen to good effect in a project involving making a model playground. Pupils produced simple plans of their playgrounds based on a good understanding of what made a 'good playground'. They made good quality models of their playgrounds and then successfully evaluated their work to identify how they could improve further in the future.
144. Pupils consolidate and extend these skills in Years 3 and 4. They produce good quality boxes, designing them specifically to hold a Christmas present. They use a range of materials, including natural ingredients such as food. There is a good focus on developing pupils' ability to evaluate what they have made. For example, a carefully prepared evaluation sheet helped pupils in Years 3 and 4 to consider which of the sandwiches they had designed and made was most 'fit for purpose'.
145. By the end of Year 6, pupils have further developed their skills of making and designing. During the inspection, pupils were working on a long-term project involving designing and making pairs of slippers. The quality of work was good. Pupils had progressed through the various design and making stages with great care. They planned what they were going to make after considering what were the most important features of a good pair of slippers. They produced prototypes, which they then adjusted in the light of their evaluations. When making the finished products pupils showed a good range of skills. They measured accurately and made sensible choices about types of materials. Good use was made of various skills to join materials and pupils were constantly talking about what they had done and whether they could still improve it further.
146. The quality of teaching is good throughout the school. Teachers skilfully manage activities and make learning purposeful. Activities are exciting and challenging with pupils able to develop and practise skills at their own pace, according to their prior attainment. As a result, pupils are very well motivated in lessons, although some older pupils still do not listen well when the teacher is talking. Teachers prepare well for lessons and use a good range of teaching methods. At times they teach skills to the whole class, sometimes successfully using examples of pupils work to show how it could be improved by the application of a particular skill. At other times, they work with individuals or small groups, helping them to improve their work. This was seen to good effect in a good lesson in Years 5 and 6. The teacher spent some time talking to the pupils about what they had already completed and the class looked at examples of different types of slippers to consider their individual features. This helped to further develop the pupils' understanding of what makes a 'good pair of slippers'. When working individually, the teacher and learning support assistants effectively helped pupils by talking to them about what they had

made and how they could improve their finished product.

147. Classrooms are well organised so that pupils can work independently and pupils are encouraged to think about what skills they were going to use. All pupils become very involved in their work and generally behave well once they are working independently. They make sensible choices about resources and tools and handled both safely and sensibly. Pupils are given good opportunities to evaluate their work and share their ideas. This leads to good levels of co-operation in lessons.
148. Pupils' learning is further extended by activities such as a recent design and technology day in a local wood. On this visit, pupils in Years 5 and 6 spent the day planning and building different types of shelters using natural materials. Pupils report that this was a *'great day'* and they made sensible evaluations of their work. For example, a pupil wrote *'I think that my shelter was waterproof but we could have improved it by making it bigger'*.
149. Good use is made of a nationally recommended scheme of work to support teachers in their planning. Teachers record what pupils have achieved on the back of their lesson planning. This practice requires further development as, at the moment, it provides only a limited amount of information to help teachers decide what needs to be taught next. The curriculum has improved since the last inspection, with weaknesses identified at that time now rectified. The curriculum now takes full account of all the National Curriculum programmes of study and is broad and balanced.

GEOGRAPHY

150. One lesson in Years 3 and 4 only was on the timetable during the inspection and there is insufficient written evidence to show what pupils in Years 5 and 6 have learnt. When questioned, older pupils have limited recall of the work they have covered. Whilst it is not possible to form a judgement on attainment and progress in Years 5 and 6, pupils' attainment is in line with national expectations in other year groups. Attainment and progress were unsatisfactory in Years 3 to 6 at the time of the last inspection and satisfactory in Years 1 and 2.
151. Pupils in Years 1 and 2 describe well-known journeys such as their routes to school and label important features on a map. They use photographs of places to help them identify attractive features such as good weather, scenery and types of transport. Pupils with special educational needs were well-integrated into lessons and made the same progress as other pupils. Pupils in Years 3 and 4 can discuss the pros and cons of living in a 'wet area' and understand the problems that various types of extreme weather can have on people's homes. Pupils in Year 6 know that Plymouth is an important seaport in the local area.
152. The quality of teaching in the one lesson observed was satisfactory. The purpose of the lesson was explained clearly and atlases were used effectively to discuss climatic differences across the world. The teacher used a suitable range of techniques to maintain pupils' interest during the lesson and pupils' attitudes and behaviour were satisfactory overall. Whilst they were keen to discuss places on maps they were slow to listen to the teacher during whole class discussion. In Years 3 to 6, teachers do not have high enough expectations of how pupils should present their work. As a result, work is not always dated and pieces of paper are untidily bound together in folders. There is too much reliance on worksheets rather than encouraging pupils to devise their own ways of recording what they have learnt. The quality of teaching was satisfactory at the time of the last inspection.
153. The curriculum for geography has improved since the last inspection and is satisfactory overall. A suitable scheme of work supports teachers in their planning. However, the quality of lesson planning and the use of assessment of pupils' progress are better in Years 1 and 2 where the differing needs of pupils are met more closely than in Years 3 to 6. Effective use is made of pupils' numeracy skills when measuring rainfall and temperatures.

154. Resources for the subject are insufficient to support teaching effectively with there being very few maps. A good range of visits support learning. The local community provides a rich source of experiences and is used well to make activities relevant and interesting.

HISTORY

155. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6 and all pupils, including those with special educational needs, make satisfactory progress throughout the school. Standards of attainment and progress have been maintained since the time of the last inspection.
156. In Years 5 and 6 pupils know why the Aztecs chose certain locations for their settlements and that they worshipped many gods. They understand the significance of the Blitz in the Second World War and they know that information about the past comes from various sources such as books, newspapers, photographs and first hand accounts. In Years 3 and 4 pupils show good empathy when writing as monks being attacked by the Vikings and show a breadth of knowledge when writing about the defeat of Boudicca. Pupils in Years 1 and 2 have a good understanding of the importance of Florence Nightingale and the difference nurses have made to the recovery rate of patients and make good comparisons between the lives of Queen Elizabeth the first and Queen Elizabeth the second.
157. The quality of teaching is satisfactory throughout the school. Teachers have a good knowledge of the subject and ask probing questions to encourage pupils to think about the past. For example, in Years 1 and 2 pupils were asked to discuss the difference Florence Nightingale made to the wounded soldiers during the Crimean War. Throughout the school, the purpose of lessons is carefully explained to pupils and historic facts are taught well. In Years 5 and 6, the teacher ensured that pupils understood the reason why certain towns and cities were targets for bombing raids during the Blitz.
158. Teachers use a range of borrowed educational resources and books to make the subject interesting. Most pupils enjoy history, are keen to discuss what they have written with an adult and bring information and historic artefacts from home to share with the class. Learning support assistants help pupils with special educational needs effectively. Pupils in Years 3 and 4 look at photographic evidence carefully and use the information collected to draw conclusions about the past. However, some pupils in Years 3 to 6 behave immaturely in lessons and do not listen well and this slows progress. The school's 'presentation of work' policy is not enforced by teachers and throughout the school, many pupils cross mistakes out untidily and do not take care with their work. The quality of teaching is not as high as at the time of the last inspection when it was good overall.
159. The curriculum is broad and balanced and an appropriate scheme of work supports teachers in their lesson planning. Lesson planning is more thorough in Years 1 and 2 where teachers show clearly their expectations for different abilities and year groups. Pupils in Years 1 to 4 are given good opportunities to extend their literacy skills by writing about what they have learnt in their own words. For example, pupils in Year 2 wrote from the perspective of a wounded soldier during the Crimean War and pupils in Years 3 and 4 wrote a mock newspaper report about the Celts. However, pupils in Years 3 to 6 do not organise their work well and there is little written evidence to show what older pupils have studied. Teachers carry out satisfactory assessments of pupils' progress, although this information is used more successfully in Years 1 and 2 to plan for pupils' differing needs.
160. Information and communication technology makes a good contribution to learning. Pupils enjoy using the computers to produce short pieces of writing, to illustrate their work, carry out research and to download photographs taken in the past. Visitors to the school talk about their own lives and experiences and this makes a valuable contribution to the pupils' learning. Some parents expressed concern that some topics were repeated in the past. The new curriculum framework should prevent this from happening in the future.

161. The school has unsatisfactory resources for teaching history and members of staff have to borrow resources from other schools, families or friends to support their teaching. However, the school does make good use of the local community to support learning. There are many visits to places of historical interest, as well as occasional visitors to school. These help to make learning interesting and purposeful.

INFORMATION AND COMMUNICATION TECHNOLOGY

162. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6. Standards are higher than at the time of the last inspection. In the last year, the school has significantly improved resources and introduced a suitable scheme of work to support pupils' learning. Teachers are more confident about teaching the subject, making good use of computers in lessons and giving pupils opportunity to practise skills after school. All of these factors have had a very positive impact on standards, especially for older pupils.
163. All pupils, including those with special educational needs, are now making good progress in lessons. In areas of the curriculum covered since improved resources have been in place, attainment is good with word-processing skills a particular strength.
164. Throughout the school, pupils are becoming confident about using their computing skills for a range of practical situations. By the end of Year 2, pupils are very familiar with the layout of a keyboard and confidently type simple texts. They successfully add text to pictures and produce simple graphs. Pupils in Year 1 are particularly skilled at using the 'mouse' to draw line pictures. They draw accurately and successfully use the computer to colour their picture or to change what they have drawn. By the end of Year 6, pupils can change font-type, colour and size of their text, and they present their work in a way that is attractive to an audience. This is seen to good effect in various pieces of pupils' writing, such as a description of life at the time of the Blitz. In these, they used different colours and font styles to make their writing more exciting. They understand how computers can be used to present information in different ways. Pupils successfully use clip-art to make their writing interesting and are learning to use the computers to present data in a variety of forms. For example, pupils in Years 3 and 4 produce interesting graphs showing favourite foods.
165. Pupils are beginning to develop good knowledge of the many applications of information and communication technology and they understand that it involves more than just working on the computer. Pupils understand that the Internet can be used to find information, and they do this confidently both in lessons and in an after school club. Pupils know how to scan pictures and have appropriate opportunities to use programmable toys.
166. The quality of teaching is good and specific ICT skills are taught effectively. A significant strength of the school's work is the very effective way that teachers ensure that the use of ICT is built into different curriculum areas. This is most successful in Years 5 and 6, where ICT is an everyday feature of learning. This gives pupils good opportunities to practise new skills and helps to reinforce learning. Throughout the school, teachers take care to ensure that all pupils, including those with special educational needs, have equal access to the curriculum, and the use of computers and other resources is carefully planned into everyday work. Pupils were observed developing their skills in a range of subjects, including literacy, numeracy, science and history.
167. Learning support assistants give good support in the development of skills. They work conscientiously with pupils, giving them individual support as necessary.
168. Good quality displays of pupils' work show how skills are used in different subjects. These displays help to make learning purposeful to the pupils and show the progression of skills across the school.
169. The school has significantly improved resources since the last inspection by developing an ICT suite in the last year. This is used effectively by the different classes and has had a significant

impact on improving standards. Pupils have many opportunities to work independently on the computers and they do so sensibly. They clearly enjoy ICT work and this is the one area of the curriculum where the response of all pupils was consistently good. Pupils are keen to learn new skills and they listen well when they are working on the computers.

170. Assessment procedures are satisfactory. The school carefully records what has been taught to pupils and is beginning to link this to planning to help decide what need to be taught next.
171. Resources are now very good. The purchase of new hardware and software has considerably improved the profile of the subject throughout the school, and pupils are benefiting from these new resources. Good use is made of the computers on a day-to-day basis to teach specific skills and to give pupils opportunities to practise them in lessons.

MODERN FOREIGN LANGUAGES (FRENCH)

172. Although not part of the statutory curriculum, most pupils in Years 5 and 6 study French for one lesson per week. There is insufficient evidence to make a judgement on standards, but pupils report that they enjoy the lessons. Teachers' planning shows that there is an appropriate focus on the development of oral skills. Inspection findings confirm that this additional activity gives pupils useful skills for when they transfer to their secondary school. Parents are largely supportive of the initiative, although a small number would prefer more time to be allocated to the teaching of basic skills in other curriculum areas.

MUSIC

173. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6 and all pupils, including those with special educational needs, make satisfactory progress throughout the school. No judgement was made about attainment and progress at the end of Year 6 at the time of the last inspection. Attainment and progress by the end of Year 2 has been maintained.
174. Pupils in Year 2 select suitable percussion instruments and compose rhythmical sound effects to accompany pictures of snowy scenes. Pupils in Year 6 keep a steady beat by clicking their fingers and are beginning to follow musical notation when learning new songs. They have limited knowledge of the time value of various notes but identify some features in music such as the presence of sharps. They have some awareness of the moods portrayed by music such as 'The Blues' and higher attaining pupils accompany a song by playing on the xylophone. Several girls play the recorder well to support singing in assemblies. Throughout the school pupils sing tunefully and keep in time with the accompaniment well.
175. As at the time of the last inspection, the quality of teaching is satisfactory throughout the school. Teachers have a good knowledge of the subject and make clear to pupils what they are expected to learn in each lesson. They are careful to promote the correct musical terms and make effective use of resources such as pre-recorded music. Younger pupils are enthusiastic and enjoy singing well-known songs in lessons and during assemblies. Older pupils do not always join in with singing unless they are encouraged by the teachers to try hard, or they are given actions to do. Teachers are successful in encouraging pupils to listen carefully to various types of music, although pupils sometimes behave immaturely when the music played is from a culture other than their own. A significant number of older pupils talk when the teacher is speaking at the start of lessons and this means that they do not benefit fully from the teacher's clear instruction. The behaviour of these pupils improves once they are involved in the activities of singing, listening to pre-recorded music or playing tuned percussion.
176. The curriculum is satisfactory overall, although the limited amount of time allocated to the subject means that topics cannot be studied in depth. Good links are made between music and other subjects. For example, older pupils study music from the Second World War as part of a history project. A commercial scheme of work provides suitable support for teachers' planning and teachers include satisfactory information about pupils' progress on the back of their lesson plans.

177. Information and communication technology is used appropriately to support learning. Additional lessons for the flute and recorder make a valuable contribution to the knowledge of some pupils.
178. The subject makes an appropriate contribution to pupils' cultural development and there are good links with the local community. Pupils have good opportunities to perform in public in concerts at the school and for senior citizens in the village. The school has identified the need to improve resources.

PHYSICAL EDUCATION

179. During the inspection, only lessons in Years 1 to 4 were timetabled. This means that there is insufficient evidence to make a judgement on pupils' attainment by the end of Year 6. By the end of Year 2, pupils' attainment is in line with national expectations. This is similar to the findings of the last inspection. Pupils develop sound throwing skills, beginning to catch and throw with increasing accuracy. However, these standards are not maintained in Years 3 and 4, and in the one lesson timetabled, pupils' attainment was unsatisfactory. In this lesson, pupils completed a range of very simple body movements such as jumping and skipping, putting them into a sequence. They showed a limited range of skills and their movements lacked control and co-ordination. Many pupils lacked fitness and quickly lost interest in what they were doing.
180. Pupils also take part in swimming in Years 1 to 4 and in this aspect of the curriculum, standards are satisfactory. Although no lessons took place during the inspection, most pupils are able to swim at least 25 metres by the end of Year 4, with some swimming greater distances.
181. The quality of teaching is satisfactory in Years 1 and 2, but in Years 3 and 4 it is unsatisfactory. Where teaching is unsatisfactory, it is because the teacher has too low expectations of what pupils should achieve. This means that pupils lose interest in what they are doing and begin to behave in a silly manner. Although the teacher gives pupils clear instructions, they do not listen well and this also slows the pace at which pupils acquire new skills.
182. In Years 1 and 2, teaching is more effective, because the work that is planned for the pupils is more challenging and holds their attention. Activities are carefully planned and pupils are given good opportunities to develop skills at a rate appropriate to their prior learning. Pupils are given good opportunity to practice new skills so that learning is reinforced. The teacher gives good guidance to individuals and this helps them to improve to improve their throwing skills. Behaviour is managed effectively, although the teacher has to spend a great deal of time supporting pupils who have been identified as having behavioural problems. This means that the time available to support the rest of the class is sometimes limited. Nevertheless, most pupils behave well. They are sensitive to the needs of each other and support each other well.
183. The curriculum is broad and balanced and is carefully planned to include all aspects of the National Curriculum, including swimming. Nevertheless, the time allocated to the subject is too little, especially in Years 3 to 6. In Years 5 and 6, there is only one long physical education lesson a week. This is an area of concern for parents and the inspection team agrees that the time allocated is insufficient for pupils to develop and consolidate new skills.
184. Appropriate use is made of a commercial scheme to support teachers in their planning. It shows clearly how pupils are to develop skills over time. Teachers often write evaluations on the back of their planning sheets after lessons to show what has been achieved. This is most effective when comments identify clearly what individual pupils have achieved so that the teacher can plan work that will build on these achievements. However, this practice is not consistent across the school. As a result, in some lessons, there is a lack of challenge for those pupils who already have good physical skills.
185. There have been problems in the last year that have curtailed the curriculum in physical education and limited the range of extra-curricular provision. The hall is too small for some

physical activities and the foot and mouth epidemic limited opportunities for competitive sport against other schools. This means that at the moment a relatively small range of extra-curricular provision for the size of school enriches learning opportunities. Pupils are able to take part in competitive sport in lessons and through inter-school competitions such as Kwik cricket and tag-rugby tournaments. A noteworthy activity is that pupils in Years 5 and 6 have recently been taking part in climbing activities on a climbing wall. This helps them to experience a physical activity that would not normally be available to them. Pupils who show particular aptitude in a sport are encouraged to join local clubs to help them develop their skills further. For example, two pupils have recently taken part in trials for the county cricket team.

RELIGIOUS EDUCATION

186. Pupils' attainment is in line with the expectations of the locally agreed syllabus by the end of Year 2 and Year 6. This is broadly similar to the findings of the last inspection. Pupils make sound progress in learning about Christianity and other major world faiths. Pupils in Years 1 and 2 retell Bible stories in a variety of imaginative ways, for example by writing letters to Noah. They understand that nobody is the same and everybody is good at different things. In Years 3 and 4, pupils begin to develop a better understanding of what it means to be part of the Christian family. They know that baptism is an important part of Christian faith and understand why this celebration is so important.
187. By the end of Year 6, pupils have a wider knowledge of different world faiths. They know how Jews worship and the importance of the Torah in Judaism. They successfully learn about different places of worship and explain value of faith in their everyday lives. Throughout the school, pupils are successfully encouraged to consider the needs of others through work about Oxfam and various contributions to both local and national charities.
188. The quality of teaching is satisfactory. Lesson planning is clear about what is being taught but does not always show what pupils of different ages or ability are expected to learn in a particular lesson. Nevertheless, teachers have realistic expectations and give pupils good opportunities to take part in discussions and to relate issues of faith to their own lives. For example, in a lesson in Years 5 and 6 about the daily routines of Jewish children, pupils confidently explained how their own lives are different. The teacher used questioning carefully to develop knowledge and to help pupils to understand that being different is not wrong. The teacher worked hard to help all pupils feel involved in the activity and many pupils responded well to this. The response of the pupils is variable, with a significant number not listening well to the teacher and showing a lack of interest in the topic being taught. This significantly limits the rate at which some pupils learn new skills or knowledge. In contrast, in a lesson in Years 1 and 2, pupils were enthusiastic and were keen to talk about the different Bible stories that they had heard. The teacher successfully made this lesson purposeful to the pupils by letting them bring in books that were special to them. This helped the teacher to develop the theme of the Bible being a book that is very special to Christians.
189. Teachers' lesson planning shows that good use is made of a range of resources to make lessons interesting, including visits to the local Church of England. Information and communication technology is used effectively to support learning, with pupils often using their well-developed word-processing skills to record their work.
190. Collective worship makes a very valuable contribution to pupils' understanding of faith and beliefs. Prayers are said at different times during the school day. Assemblies include a strong Christian element and they reinforce learning in class, as well as encouraging pupils to think about how they can help those who are less fortunate than they are.
191. There is an appropriate curriculum, but the lower than average time allocated to the subject in Years 5 and 6 means that there is insufficient time for pupils to study topics in depth or to record their work in the detail that would be normal for these age groups. This leads to some knowledge and understanding being superficial.

192. Teachers' planning is closely linked to the locally agreed syllabus. Pupils' attainment is assessed through evaluating learning at the end of lessons and by marking work. Although this gives some information to teachers, the subject manager has identified this as an area that requires further development in order to ensure that pupils' learning consistently builds on what has already been taught.
193. Resources are unsatisfactory. The school has a good number of Bibles, but there are few religious artefacts to support work in learning about faiths other than Christianity.