

INSPECTION REPORT

KEMBLE PRIMARY SCHOOL

Kemble, Cirencester

LEA area: Gloucestershire

Unique reference number: 115527

Headteacher: Mr Barry Parsons

Reporting inspector: Mrs A.J.Pangbourne
23818

Dates of inspection: 17th-19th September 2001

Inspection number: 196161

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: 4-11

Gender of pupils: Mixed

School address: School Rd
Kemble
Cirencester
Gloucestershire

Postcode: GL7 6AG

Telephone number: 01285 770303

Fax number:

Appropriate authority: The governing body

Name of chair of governors: Dr M. Hewett

Date of previous inspection: July 1997

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-------------------|----------------------|--|--|
| 23818 | Alison Pangbourne | Registered inspector | <p>Areas of learning for children in the Foundation Stage</p> <p>Mathematics</p> <p>Information and communication technology</p> <p>Art and design</p> <p>Special educational needs</p> <p>English</p> | <p>How high are standards?</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> |
| 9147 | Susan Stock | Lay inspector | | <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with its parents?</p> <p>Pupils' attitudes, values and personal development</p> |
| 32048 | Russell Grigg | Team inspector | <p>Science</p> <p>Design and technology</p> <p>History</p> <p>Geography</p> <p>Physical education</p> <p>Music</p> <p>Religious education</p> <p>Equal</p> | <p>How good are the curricular and other opportunities offered to pupils?</p> |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kemble Primary School is situated in the village of Kemble near Cirencester. It draws its pupils from the village, from the neighbouring villages and the surrounding area. Children's attainments on entry are broadly average. At the time of the inspection there were 94 pupils on roll. There were 11 pupils with special educational needs, which is a below average proportion. No pupils have statements of special educational need, which is also below average. There were few pupils from ethnic heritages and no pupils speak English as an additional language. The number of boys and girls is about the same but there are imbalances between the year groups. For example, there are nearly three times as many girls as boys in the current Year 6. Some year groups contain almost twice as many pupils as others. The socio-economic circumstances of the pupils are broadly average with one per cent claiming a free school meal, which is below average. The number on roll is smaller than at the time of the previous inspection, although this has fluctuated year on year. The school has also undergone significant building works to provide two more classrooms, improved access to the classrooms and to enable a classroom to be used as a small hall.

HOW GOOD THE SCHOOL IS

This is an effective school with many good features. Children start school with broadly average standards. By the time they leave the school at the age of eleven, standards are above average overall and pupils are achieving well. They do well because the quality of teaching is good and teachers provide tasks that are well matched to the needs of all pupils, including those with special educational needs and higher attaining pupils. The headteacher provides good leadership and he is well supported by governors and staff. The school provides good value for money.

What the school does well

- Standards are above average in mathematics, science, reading and art and design by the end of Year 6 because the quality of teaching is good.
- Standards in speaking and listening are above average by the end of Year 2 and the end of Year 6 because the school takes every opportunity to develop these skills.
- Provision for moral and social development is very good and, as a result, pupils show very positive attitudes to their work, behave very well and collaborate very well together.
- The headteacher provides good leadership and makes a significant contribution to the good ethos of the school where all are valued.
- The impact of parents' involvement on the work of the school is very good and parents provide valued support.
- A good range of visits and visitors enhances the rich curriculum.
- There is good provision for pupils with special educational needs and these pupils make good progress.

What could be improved

- Standards in writing are not as high as those in reading by the time pupils leave the school because not all writing tasks are sufficiently motivating for boys.
- Pupils do not have sufficient opportunities to use computers in activities which demand decision making or to control events because the school currently has insufficient resources but the improvement of this area is currently in the school development plan.
- Opportunities for spiritual awareness both across the curriculum and in religious education are sometimes too brief.
- More opportunities could be provided for pupils to evaluate their own progress.

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 good improvement since its previous inspection in 1997. Standards have improved steadily, particularly in mathematics. The quality of teaching and learning has improved significantly. The school has worked hard to address the issues pointed out in the previous inspection, successfully raising standards for higher attaining pupils and improving the curriculum for the youngest children. Cost effectiveness has improved because the school thoroughly evaluates its spending to meet the needs of the pupils. The school is well placed to make further improvement.

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 |
| | 1998 | 1999 | 2000 | 2000 |
| English | C | C | B | C |
| Mathematics | E | B | C | D |
| Science | C | C | C | E |

Key

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

In order to calculate the grades in the above table, points are allocated to the levels attained and schools' average points are compared. More points are allocated to the higher level 5 and less to the lower level 3. This school has very small year groups and some groups have more pupils with special educational needs than others. Consequently the average points can be distorted by, for example, two pupils with special educational needs in a year group of 12 pupils. Therefore too much emphasis should not be placed on any one year's performance. All pupils are achieving well by the time they leave the school at the end of Year 6.

Inspection evidence shows that standards are above average in speaking and listening, reading, mathematics, science and art and design by the end of Year 6. Pupils are achieving well. Standards are average in writing and all other subjects. The reason for the difference between inspection evidence and 2000 test results is due to the differing size of the year group and the proportion and nature of pupils' special educational needs. Results for 2001, where comparative figures are not yet available, were similar to inspection evidence but the year group was too small to be statistically viable. By the end of Year 2, standards are above average in speaking and listening, mathematics and science. Pupils are achieving well. Standards are

average in reading, writing and all other subjects. The reason why standards in writing are not as high as in other aspects of English through the school is that although the school teaches all the necessary skills, some writing tasks are not sufficiently motivating for boys, particularly when they are outnumbered by girls.

The size of the school means that the comparison of results in recent years as an indicator of improvement is unreliable. However, there has been a steady improvement in the proportion of pupils exceeding the expected levels, particularly in mathematics. The school sets challenging targets to raise standards and it is on course to meet them this year.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils enjoy coming to school because they are given exciting tasks to do. |
| Behaviour, in and out of classrooms | Very good. Pupils know what is expected of them and respond accordingly. |
| Personal development and relationships | Very good. Pupils are encouraged to take responsibility for their actions and relationships are very good. |
| Attendance | Good. Pupils arrive at school on time. |

- Older pupils mix well with younger ones and play well together in the playground.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and leads to good learning. There is consistency in the quality of teaching and examples of good teaching were seen in each class. Teaching in English and mathematics is good, enabling pupils to make good gains in their learning and contributing to the good progress made. Literacy and numeracy are also well taught. Strengths in the quality of teaching include very effective teaching methods that interest and motivate the pupils, very good class management and well matched tasks which meet the needs of all pupils, including higher attainers and those with special educational needs. Teachers make effective use of questions to challenge and extend learning. Pupils show a very high level of concentration and interest in their work and make good gains in learning because they are determined to succeed. Opportunities for pupils to have a greater understanding of their own learning by evaluating their own work are underdeveloped.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The school provides a good curriculum. A wide range of visits and visitors enriches it. Provision for extra-curricular |

| | |
|---|---|
| of the curriculum | activities is good. |
| Provision for pupils with special educational needs | Good. Pupils make good progress towards the targets on their individual education plans. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. Very good provision for moral and social development. Good provision for cultural development. Provision for spiritual development is satisfactory. |
| How well the school cares for its pupils | The school cares for its pupils well. Pupils' academic performance is well monitored and staff know the pupils well. |

- The school enjoys a good partnership with its parents. Parental involvement in the work of the school is very good. The quality of information they receive is satisfactory but more information could be provided about the curriculum.
- Procedures for monitoring and promoting good behaviour are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The headteacher provides strong and caring leadership, well supported by all staff. All show a strong commitment to raising standards still further. |
| How well the governors fulfil their responsibilities | Good. The governors have a good understanding of the strengths and weaknesses of the school and they are very supportive. |
| The school's evaluation of its performance | Good. The school thoroughly analyses its performance. Good tracking procedures ensure that areas of weakness both for individuals and groups are quickly identified and addressed. |
| The strategic use of resources | Good. Resources are targeted to raise standards. Governors evaluate spending carefully. |

- The school is adequately staffed. The accommodation is satisfactory overall and it has been improved since the previous inspection. Although it does not benefit from a spacious hall, it makes best use of its extensive grounds and attractive adventure playground to compensate for this. There is a suitable range of resources.
- The school has very good induction procedures and has very good potential for training new teachers.

- The principles of best value are applied well.

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 teaching is good and their children make good progress. • The school is well led and parents feel comfortable in approaching the school with questions or concerns. • Their children enjoy coming to school. • Behaviour is good and the children are encouraged to be mature and responsible. | <ul style="list-style-type: none"> • Some parents would like more extra curricular activities. • Some parents would like their children to have more homework while others would like less. • Some parents would like the school to work more closely with them and to provide them with more information. |

The inspection team supports the positive views held by parents. A good range of extra-curricular activities are provided which include a wide range of visits and visitors. The amount of homework is similar to that found in many schools. The school works closely with parents but more information could be provided about the curriculum and on annual reports.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the school is broadly average in all the areas of learning but covers the full range of attainment. Children in the Foundation Stage make good progress and firmly consolidate and broaden their skills. By the time they leave the Foundation Stage, at the end of the reception year, they are on course to attain the early learning goals in all the areas of learning. They are achieving as they should.
2. The significance of comparative test results or teacher assessments, as measures of school performance, depends on the number of pupils in a year group. Given the small year groups and the variations between numbers of pupils with special educational needs in the year groups, too much emphasis should not be placed upon any one year's National Curriculum test results.
3. In the 2000 National Curriculum tests taken by pupils at the end of Year 2, results were well above average in mathematics, above average in reading and average in writing. Teacher assessments for science were also above average. However, the year group was very small and few had special educational needs. In 2001, the year group was similar but most pupils reached the expected Level 2 in reading, writing and mathematics, with a significant proportion attaining Level 3. All pupils reached Level 2 in science. This suggests that these pupils, who are now in Year 3, are achieving well. Taking the three years 1998 to 2000 together, results have been broadly above average.
4. In the 2000 National Curriculum tests taken by pupils at the end of Year 6, results were above average in English and average in mathematics and science. Again the year group was small. In 2001, the year group was very small and two of the eight pupils had special educational needs. However, most of the pupils reached the expected Level 4 in English and mathematics and all pupils achieved Level 4 in science. Two pupils exceeded the expected level in reading, mathematics and science. This shows that pupils are achieving well. Compared to schools with a similar proportion of pupils claiming a free school meal, in 2000, the most recent year for which data is available, attainment was average in English, below average in mathematics and well below average in science. However, this data is based on average points and in very small year groups such as these, one or two pupils with special educational needs can significantly distort the average points score. The previous inspection identified that standards were average in English, mathematics and science by the end of Year 2 and Year 6 so there has been a significant improvement, particularly in reading, mathematics and science.

5. Inspection evidence shows that there are variations in standards according to the proportion with special educational needs in each year group. Standards are likely to be average overall by the end of Year 2 this year. Standards are above average in speaking and listening, mathematics and science. Pupils are achieving well in these subjects. Standards in reading and writing are average and pupils are achieving as they should. The reason for lower standards in reading and writing is because there are few pupils in the year group, one has significant special educational needs in literacy and there are twice as many boys as girls. The national picture shows that boys do not tend to do as well as girls in reading and writing. Standards are average in art and design, design and technology, information and communication technology, history, geography, music, physical education and religious education and pupils are achieving appropriately.
6. Standards are above average overall by the end of Year 6 and pupils continue to do well. Standards are above average in reading, speaking and listening, mathematics, science and art and design by the time pupils leave the school. Standards are average in writing, design and technology, information and communication technology, history, geography, music, physical education and religious education and pupils are achieving as they should. In other year groups, where there are more higher attaining pupils and fewer with special educational needs, standards overall are above average in reading, mathematics and science. The reason why standards in writing are lower than those in reading is partly due to the imbalance of boys and girls in different year groups, where in some classes there are few boys to motivate each other and in others the boys outnumber the girls and also because the school does not always ensure that writing tasks are sufficiently motivating for boys.
7. There are several reasons why pupils achieve well from their broadly average attainment on starting school. The good quality of teaching and the close attention to tracking progress and addressing areas of weakness are fundamental to this. All pupils do well in speaking and listening because the school takes every opportunity to develop these skills. Pupils do better in reading than in writing because the school places very good emphasis on the development of these skills and there is a good range of texts that are attractive to boys. Pupils do well in mathematics and science because of the strong emphasis on open-ended practical work. In art and design, a teacher who is a specialist in the subject teaches the pupils and this impacts positively on standards.
8. Standards in literacy are above average by the end of Year 6. They are average by the end of Year 2. Pupils use their literacy skills well to enhance learning in other areas; for example to record historical facts, to record investigations in science and to write about places they have visited in geography. Information and communication technology is used effectively to support research skills. Standards in numeracy are above average by the end of Year 2 and Year 6. Numeracy lessons start with brisk mental problems and pupils use their skills well to measure in design and technology, to investigate

hours worked in Victorian factories in history and to record the height of shadows in science.

9. Pupils with special educational needs make good gains in their learning in relation to their prior attainment and make good progress towards the targets set for them. This is because good individual education plans include clear and specific targets and progress is closely tracked to ensure that they are offered tasks that are closely matched to their needs. Higher attaining pupils also do well because of the care taken in addressing their needs. Pupils are sometimes taught in classes with older pupils in order to meet their specific needs when necessary. This is a significant improvement since the previous inspection, where the needs of higher attaining pupils were not sufficiently addressed. There is no significant difference in the attainment of boys or girls, but the national picture where girls outperform boys in English sometimes affects the standards attained when there are significantly more boys than girls in a year group. The care taken in providing well-matched tasks is fundamental to the success of the school and the standards attained.

Pupils' attitudes, values and personal development

10. Very good attitudes, behaviour and relationships are shown throughout the school, including the youngest children. These are strengths of the school. This is an improvement since the previous inspection when it was found that some of the youngest children were less well behaved than the majority of other pupils.
11. Pupils enjoy coming to school and talk with enthusiasm about all that the school has to offer. This is a view that is shared by parents. In lessons, pupils are very keen to get on with their work because they are motivated by the tasks they are given to do. For example, in the Foundation Stage, pupils become fully involved in their lesson using the text 'The Train Ride' because their teacher makes learning fun. The older pupils show equal enthusiasm because of their teacher's high expectations. For example, in an English lesson based on a poem by Ted Hughes, the pupils contribute willingly, responding sensitively to the imagery in the poem. The pupils demonstrate mature attitudes to their learning; they work sensibly and with concentration, rising to the challenge when lessons are interesting and well planned. They are keen to make the most of the opportunities they are given to learn.
12. Behaviour throughout the school is very good. In lessons pupils behave very well because they enjoy their work and want to succeed. They know what is expected of them and respond accordingly. There are high expectations throughout the school of the pupils' very good behaviour. This is a feature of the school and results in a pleasant, workmanlike atmosphere, which benefits all members of the school community. Pupils and parents alike do not consider bullying to be a problem in the school and there have been no recent exclusions. At lunchtimes and playtimes the pupils get on very well together. Pupils chat happily over lunch in a markedly friendly and mature way. In the playground they make full use of the attractive and varied play areas. It is

noticeable how all the various age groups socialise together and share the resources, such as the adventure playground, harmoniously. The older pupils take care of the younger pupils and this contributes to the family atmosphere that pervades the school.

13. These very good relationships between pupils are encouraged through such activities as 'reading buddies', which encourage a sense of responsibility in the older pupils and a sense of security in the younger pupils. Between the adults in the school and all the pupils there is a strong ethos of mutual respect. These very good relationships begin in the Foundation Stage and are built upon as the pupils move up through the school. The class teachers know their pupils well and seek to inspire them to learn. For example, in a Year 6 art and design lesson, artefacts were chosen with care in order to capture the imagination of the pupils, who in return tried hard to succeed, encouraged by the teacher's infectious enthusiasm.
14. The pupils' personal development is very good. Pupils are expected to contribute to the running of the school; for example, by devising their own class rules, organising themselves in lessons and working without constant teacher intervention and supervision. In this they are successful. They get on well together, sharing resources as appropriate, creating a purposeful working atmosphere. A particular feature of their personal development is the way in which they listen to their class teachers and to their fellow pupils. For example, in a personal, social and health education lesson, a pupil had prepared a talk on his hobbies and interests, which he illustrated with various objects and books. He ran the lesson with very little input from the class teacher responding sensibly to the questions posed by his fellow pupils. Outside of lessons pupils are keen to take responsibility and to show initiative; for example, by fund raising for charities of their choice and taking a full part in activities of the Kemble Parents' Group.
15. Attendance at the school is good. It is above the national average and unauthorised absence is below the national average. The vast majority of pupils arrive at school on time and the efficient, friendly registration sessions ensure a prompt but welcoming start to the school day. Overall the pupils' very good attitudes, values and relationships make a very good contribution to their learning and personal development.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. Taking all aspects of teaching into account, the quality of teaching is good overall and leads to good learning. All teaching seen was at least satisfactory with one in seven lessons being very good. Three quarters of the lessons seen were good or better and about a quarter were satisfactory. This is a significant improvement since the previous inspection, where more than one in ten lessons were unsatisfactory. The school has worked hard to address the weaknesses identified then. For example, the quality of teaching for the youngest children is now good, higher attaining pupils are well challenged and

comments in marking give pupils a clear indication on how to improve their own work. The quality of teaching is consistently high and examples of good teaching were seen in each class.

17. The quality of teaching for children in the Foundation Stage is good and leads to good learning. This is a considerable improvement since the previous inspection, where shortcomings were identified. During the inspection, the quality of teaching was never less than good. The teacher has a very good understanding of the needs of young children and matches activities well to their span of attention. This is of particular note as the children were in their first few weeks in school. Strengths include exciting teaching methods and very well managed children. Consequently, children are keen to learn and show a good level of independence. Children are already secure in routines because the teacher and nursery nurse share the same high expectations.
18. The quality of teaching and learning is good in English, mathematics and science at both key stages. It is satisfactory in religious education. There was insufficient evidence to make a judgement in any other subject. As a result of the good teaching pupils make good gains in their learning. This is because the school takes good care to ensure that the needs of all pupils, including higher attainers and those with special educational needs, are fully met. In the first weeks of the new school year, teachers already know their new classes well. Strengths in the quality of teaching include very effective teaching methods that are chosen to captivate the interest of the pupils, very well managed pupils, high expectations and well planned lessons that develop what pupils already know. Teachers make good use of questions to find out what pupils have learned and to check their understanding. As a result of motivating activities, pupils are very interested in their work and concentrate very well. They know that they are expected to work hard and they strive to do their best. This has a positive impact on the standards attained because pupils make good gains in their learning. Although teachers use plenary sessions to review pupils' work, these sessions are not fully used to enable pupils to evaluate their own progress and this leads to a satisfactory – rather than good- knowledge of their own learning.
19. Many examples of exciting and motivating activities were seen during the inspection. For example, in an English lesson for pupils in Year 2 and Year 3, pupils learned the difference between words in the same spelling family by playing 'word tennis'. Here, pupils offered words such as 'cook' to their partner, who responded with 'moon'. The pupils were keen to offer as many words as possible and learned that words with similar spelling can sound different. The teacher took care to partner pupils with those of similar ability so ensuring sufficient challenge for all. In a science lesson for pupils in Year 1, pupils learned to name body parts through the teacher's effective use of riddles that amused and motivated them. In an art and design lesson for pupils in Year 5 and Year 6, a large still life display containing a wide range of artefacts, some particularly appealing to boys, allowed pupils to choose their favourite view to draw and to produce drawings of good quality because the

teacher offered a good range of different activities during the lesson. This kept the pupils on task.

20. Other examples seen during the inspection that illustrate why the quality of teaching is high include a very good English lesson for pupils in Year 5 and Year 6. Here, the teacher took every opportunity to extend learning. For example, during a lesson about homophones- words that sound the same but are spelt differently- a pupil asked whether 'bi' as in 'biology' was a homophone for 'buy'. The teacher immediately took this opportunity to explain to her about prefixes, so enabling her to make very good gains in her understanding. In another very good lesson, a mathematics lesson for pupils in Year 2 and Year 3, very good use of resources ensured pupils learned to count on in tens, placing counters on squares as they chanted, so reinforcing their learning. In a very good science lesson, for pupils in Year 5 and Year 6, very good subject knowledge and a mixture of practical, oral and written activities, maintained the pupils' interest in learning about keeping healthy.
21. Good lessons are characterised by effective planning that clearly identify what pupils are going to learn, high expectations, good subject knowledge and the effective use of questions to challenge and extend. For example, in a good numeracy lesson for pupils in Year 4 and Year 5, pupils learned how to estimate that 167 and 42 were not going to add up to 200 because the teacher asked them 'How do we know it isn't going to add up to 200?' before explaining that if they looked at the units first they would know that seven and two would not make ten. As a result, pupils became confident in explaining their own strategies, which impacts positively on standards. In a good history lesson, for the oldest pupils, good questioning enabled pupils to display their knowledge of archaeology.
22. What makes the difference between lessons that are satisfactory and those that are better is sometimes the pace at which activities move on through the lesson. Occasionally, tasks become too laboured and pupils begin to lose interest. For example, in a numeracy lesson for pupils in Year 5 and Year 6, the pace of the oral starter activity allowed too much time for pupils to develop the skills of rapid mental recall. In religious education, where all lessons seen during the inspection were satisfactory, references to religious understanding were not always explicit and opportunities for spiritual development were missed.
23. A positive feature of all lessons is the way in which pupils with special educational needs are included in whole class sessions. Teachers make a point of posing questions that are well matched to their needs and also to ensure that they are partnered with someone of similar ability in group activities. A particularly good example is the way in which pupils are partnered during the 'reading buddies' sessions. This means that older pupils with special educational needs are able to read to younger ones with confidence, so boosting their self-esteem. Sometimes, pupils with special educational needs are withdrawn from classes for extra support and miss parts of lessons. This is also the case when pupils have musical tuition from peripatetic staff

and also when using the computer suite with adult helpers. This is partly because the adults are only available at certain times. Although teachers make every effort to ensure that pupils catch up what they have missed, withdrawal from lessons should be closely monitored to ensure that pupils do not always miss the same lesson.

24. Teachers use information and communication technology appropriately to support their teaching. For example, during a history lesson for pupils in Year 5 and Year 6, pupils used the computer suite to search the Internet for information about the Egyptians to support the work they were doing in the classroom. An English lesson about homophones was well supported when pupils used the computers to record their work.
25. The teaching staff includes a teacher who has been identified as a leading numeracy teacher. She shares her good practice with colleagues and, as a result, teachers have a good understanding of how to teach the National Numeracy Strategy and standards are above average through the school. Most lessons start with brisk oral sessions and emphasis is placed on teaching correct mathematical language. For example, pupils in Year 4 and Year 5 chant back when their teacher says 'I say 20, you say...' when calculating numbers to 100 at speed and older pupils read numbers involving millions after multiplying numbers by 1000. The National Literacy Strategy has also been well implemented and teachers show a good understanding of how to teach it. For example, pupils in Year 5 and Year 6 show an understanding of the use of imagery in Ted Hughes' poem 'The warm and the cold' through the teacher's sensitive reading and explanation of text such as 'like smiles on a nurse'.
26. The quality of teaching for pupils with special educational needs is good and contributes significantly to the good progress made. Teachers are very aware of these pupils and take every opportunity to include them in whole class sessions. Individual education plans are good and teachers use them well to set tasks that meet their needs. Good support is given both in class and when pupils are withdrawn for extra help.

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

27. The school provides a rich curriculum that meets all statutory requirements for the National Curriculum, religious education and collective worship. Provision for personal, social and health education is good. For example, pupils in Year 2 and 3 are encouraged to supply material, such as certificates and photographs, for their own 'Wall of Fame' display, thereby promoting self-esteem. In another lesson observed, pupils in Years 4 and 5 discussed how to keep skin, feet and hands clean, and were led to consider the value of antiseptic. Teachers provide pupils with a good range of learning opportunities. Visits, for instance, are organised to support the teaching of history, geography, and art and design. Across the curriculum, however, there

are insufficient opportunities for pupils to reflect more fully and to evaluate their own progress within lessons and this leads to a satisfactory- rather than good- knowledge of their own learning.

28. All appropriate policies are in place, including those dealing with sex, health and drugs education. For the majority of subject areas, the school follows government-approved schemes of work. Long-term planning is sound and there have been improvements in lesson plans that, on the whole, have clear objectives. This gives pupils a sense of purpose and direction. Presently the school plans the curriculum over a two-year cycle to ensure that pupils develop their skills steadily in the mixed age classes. Staff are in the process of carrying out a series of subject reviews to ensure necessary curricular coverage. Changes to the National Curriculum introduced in 2000 are not, as yet, fully implemented. For example, the revised history curriculum no longer requires a study of both the Victorians and Britain since 1948 at Key Stage 2, as indicated in cycle 1 of the school's planning. Once the reviews are complete, in conjunction with evidence from this inspection, the school will be in a position to identify particular areas within subjects for development. The school is already aware of the fact that the control and modelling aspect of the information and communication technology scheme is less well developed at Key Stage 2 than other strands. Inspection evidence also indicates that planned opportunities to develop pupils' spiritual development across the curriculum are limited.
29. A good curriculum, based on nationally defined areas of learning, is provided for children under six years of age. This marks an improvement since the previous report when insufficient attention was given to children's physical and creative development. Children are offered a wide range of stimulating, relevant and developmentally appropriate learning experiences. This ensures that they make good progress in each of the six areas of learning.
30. Equality of opportunity in the curriculum is satisfactory. The withdrawal of particular pupils from lessons to receive additional support or tuition, for example in reading, music or information and communication technology, means that they sometimes miss important content within class lessons. This is a difficult matter to balance but present organisation and monitoring arrangements fail to ensure that pupils do not miss the same lessons at the same time. However, teachers do their best to ensure that pupils understand what they have missed. The school values all pupils irrespective of their gender, race, background or ability. Teachers set good role models in speaking and listening to others. Where possible, opportunities are taken to involve parents from different ethnic backgrounds in supporting pupils' work in the classroom.
31. There is good provision for pupils with special educational needs and all statutory requirements are met. All systems and procedures connected with special educational needs are good, as is the paperwork that underpins them. The curriculum is well matched for those with special educational needs and

teachers take care to ensure that they can be included in all activities. Effective support is provided for individuals and small groups.

32. The school has successfully implemented the National Numeracy and Literacy Strategies. This is helping to raise standards by providing teachers with a clear structure and planning framework. Pupils have responded to the good pace of lessons, particularly the introductory work involving mental calculations in numeracy. Younger pupils particularly enjoy using their small whiteboards to record their answers. Plenary sessions, however, are sometimes limited to reviewing what has been learned rather than also pointing forward to the next stage of learning. Moreover, while objectives are often displayed teachers sometimes fail to interpret these clearly for all pupils.
33. A significant number of parents expressed dissatisfaction with the school's provision for extra-curricular opportunities. However, inspection evidence shows this small school provides pupils with a good range of extra-curricular activities. This is a major improvement since the previous inspection when there was no such provision. During the year, pupils have opportunities to participate in after-school netball, rounders and football training. Matches are played against other schools. Coaches visit from Cirencester to teach pupils football skills and there are opportunities for pupils to take part in area sports, which they do so with success and enthusiasm. There is also a good range of visits to places of interest such as churches, museums and historic houses.
34. The school is very much at the heart of its local community with the pupils contributing to village activities such as the Kemble Church Fete. The pupils also use the church for concerts and services and as a learning resource in different areas of the curriculum. In the wider community good use of visits is made to support the pupils' learning; for example, the Quenington sculpture show and local museums. Visits and visitors play an important part in enriching the curriculum with members of the local community always ready to contribute. A local survey showed that there is very positive support for the school and that the links between the school and its community are very highly valued.
35. The school has satisfactory links with the local pre-school provision and secondary schools. There are satisfactory arrangements for the induction of the youngest children with good links between teachers at the school and the village playgroup. The older pupils are supported appropriately to prepare them for the next stage in their education.
36. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. Aside from the spiritual aspect, this is an improvement since the previous inspection. The spiritual development of pupils is satisfactory. The school provides opportunities for spiritual awareness through assemblies, although time for reflection is sometimes too brief. The school environment has the potential to encourage pupils to develop an awareness of natural beauty. Younger pupils plant seeds and watch them grow. They also visit a local farm to learn about caring for animals. The taught curriculum,

however, does not contain enough specific planning for spiritual development. The governors' aims for the school, as set out in the prospectus, do not contain a reference to the spiritual development of pupils.

37. Provision for moral development is very good. Pupils recognise the importance of considering those in particular need and appreciate the work of various charities. The use of moral themes, such as caring, friendship, and kindness, helps pupils to recognise the needs of those less fortunate than themselves. In one assembly observed, pupils in Years 4 and 5 presented information to the rest of the school on the theme of justice linked to their class work in geography. Hearing comments on homelessness in Brazil, starvation in India, and illiteracy in the Sudan broadened all pupils' perspectives. The school is beginning to use its woodland and pond resources to promote pupils' respect for the environment. Year 2 pupils, for instance, know that it is wrong to pick nettles in the woodland because 'these are needed by butterflies to lay their eggs'.
38. Provision for pupils' social development is very good. Pupils are encouraged to relate well to each other in different contexts around the school. Year 1 pupils, for example, choose a younger classmate to accompany them as they take the registers to the school secretary. One of the strengths of the school is the way teachers develop pupils' social skills across the curriculum. Reception and Year 1 pupils, for instance, worked very sensibly together while measuring each other in a lesson on the human body. Older pupils are paired with younger ones during the 'reading buddies' sessions and this also makes a positive contribution to social development. Teachers and classroom assistants are sensitive to the needs of all pupils. Where appropriate, pupils are encouraged to take responsibility; for example, when tidying up after lessons and in the choice of grace before lunch. The strong ethos of mutual respect contributes to good learning. Pupils in Years 5 and 6 work with a sense of maturity when independent of the teacher. All pupils are encouraged to make openly positive comments on each other, for example through 'circle time' sessions. Teachers plan opportunities for pupils to talk to the rest of the class about their hobbies on a regular basis, thereby developing important speaking and listening skills as well as fostering good relationships.
39. Provision for pupils' cultural development is good. Pupils are made aware of British heritage, for example through their work in history. They are also developing a wider perspective on life, particularly through their study of other countries and different religions. The school has a proud record of its pupils performing traditional country dances for parents and the general public. Good use is made of the local church as a resource for teaching history, geography and religious education. Opportunities in the curriculum for pupils to learn more about the multicultural nature of society, although satisfactory, are more limited, although the school seeks to involve parents from different backgrounds whenever possible.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. Overall, the school has maintained the good quality support and guidance for its pupils as reported at the previous inspection. The pupils benefit from being part of an open and welcoming school community, whose strength lies in its mutually supportive relationships. Parents have every confidence that the school does its best by their children and express high levels of satisfaction with the school in most areas of its work.
41. Arrangements for the pupils' day-to-day welfare are good. The class teachers are responsible for monitoring the care of their pupils to ensure their safety and well being during the school day. The headteacher has clear views that the school operates to the best advantage of the pupils by building friendly but respectful relationships between the pupils and all the adults in the school. In this the school is successful, given the pupils' mature and enthusiastic response seen in many lessons and their willingness to support their fellow pupils.
42. The school has good procedures for child protection and the staff is made aware of relevant issues and lines of communication. Health and safety within the school is monitored well with good input from the governing body supported by a well-written policy. Good attention is paid to health and safety in lessons. Arrangements for monitoring and promoting the pupils' attendance are satisfactory.
43. The school's procedures for promoting good behaviour and eliminating unacceptable behaviour are very good. The pupils are encouraged to have ownership of their class rules, which are drawn up by the pupils and their class teachers. These in turn are supported by whole school rules, which are clear and straightforward. The success of the school's methods is reflected in the very good behaviour of the pupils, which makes a significant contribution to their levels of achievement.
44. The pupils' personal and academic development is supported well through the good knowledge that the class teachers have of their pupils. This results in the school being aware of the needs of individual pupils and supporting them so that they can make progress. An instance of this is the pupils' logs kept by the older pupils when they exchange news and views with their teacher, building a real dialogue not only about their work but also about their interests and concerns. Overall, the pupils benefit from an effective pastoral system in a safe and caring environment which coupled with good monitoring of their academic performance make a positive contribution to their learning and personal development.
45. As was identified in the previous inspection, the school has good assessment procedures. Baseline assessments are closely monitored and together with

verbal reasoning tests provide valuable information about each pupil's potential. Year group targets are set each term in English, mathematics and information and communication technology with the percentage of pupils who are expected to reach the target noted. Where pupils do not reach the target, their progress is closely analysed and extra support provided. Pupils also have individual targets of which they are aware. They are written in the front of their books and are referred to by teachers. Regular tests are carried out to assess understanding and set future targets. Teachers keep comprehensive records to show whether pupils have been introduced to or thoroughly understand a concept and teachers use this information well to plan future learning. Good tracking procedures show that pupils usually reach and often exceed the levels predicted for them based on prior attainment.

46. Good use is made of information provided by standardised tests to identify and address areas of weakness and this contributes positively to the standards attained. Teachers make good use of their own informal assessment information and modify their lesson plans accordingly. Examples were seen during the inspection where teachers had changed their planned activity because the pupils needed more consolidation before moving on.
47. Good procedures for assessment of pupils with special educational needs are in operation. Children are identified at an early age and suitable individual education plans are provided which provide clear targets and how pupils will reach them. The plans are regularly reviewed. There are currently no pupils with statements of special educational need. The needs of higher attaining pupils are well met. For example, not only are teachers skilled in offering activities that are well matched to their needs, but also there is provision, where necessary, for pupils to work with an older year group.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents have positive views of the school. They appreciate and support the school in nearly all areas of its work. In particular they believe that their children enjoy going to school where they benefit from good teaching and that they make good progress in their personal development. They feel welcomed by the school and that the school is well led and managed. They have some reservations over the amount of homework their children receive, the opportunities they have for extra-curricular activities and the amount of information they receive. The inspection concurred with the parents positive views and found that the programme of homework was appropriate to the needs of the pupils and that the extra-curricular activities were good when taking into account the visits and activities the pupils take part in out of school.
49. The school has good links with its parents, which are developed through the open door policy, which enables parents to consult with the school over any concerns or queries on an informal basis. These good links begin in the early years when a sound induction programme enables parents to be involved at an early stage with their children's learning. There are two formal meetings a

year for parents to discuss their children's progress but the main thrust of the school's work with its parents is to build a secure partnership through a friendly family atmosphere, supported by an effective home-school agreement.

50. The strength of this partnership is reflected in the very good involvement that parents have with the school, supporting it in many ways. There are regularly up to ten parents helping in the classrooms each week throughout the school as well as helping with other projects such as a weekly bookshop. The school also receives very good support with special projects such as the development of the adventure playground and the wild area. Also, nearly two thirds of the school's governors are drawn from the parent body. A real strength of this support is through the Kemble Parents' Group. They work extremely hard for the school's benefit, raising large sums of money and enabling pupils and their parents to socialise and enjoy being part of the school's community.
51. Parents are keen to support their children's learning at home and do so when given the opportunity, such as listening to their children read. However the information they receive on the curriculum, although satisfactory, lacks depth and the school is yet to capitalise on the obvious willingness of parents to be more fully involved with the planned curriculum. The pupils' reports are satisfactory but do not give a clear enough picture in all subjects of the curriculum of the pupils' main strengths and weaknesses with targets for improvement, nor do they involve pupils in self-assessment sufficiently.
52. Overall, the school has maintained the good partnership with its parents as reported at the time of the previous inspection. These good links make a positive contribution to the pupils' learning and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The overall leadership and management by the headteacher and key staff are good. The headteacher provides strong and caring leadership and the commitment he shows to the inclusion of all pupils contributes strongly to the good ethos of the school. This was also highlighted as a strong feature at the time of the previous inspection. He is well supported in this approach by the teachers, who share responsibility for managing the curriculum in this small school. The headteacher is currently the co-ordinator for special educational needs as well as taking responsibility for several other major areas of the curriculum. He is successful in these roles. He provides good leadership in his role as co-ordinator for special educational needs and ensures that the requirements of the Code of Practice are met. Able support staff are deployed effectively to work with groups or individuals, both in class or when withdrawn for extra support. Curricular responsibility is currently being appropriately reorganised to allow a recently qualified teacher to take on the management of some subjects. The way in which the headteacher is introducing her to her new responsibilities is very good.

54. All staff share a commitment to raising standards still further and they have a good understanding of the areas for development in their subjects. For example, the headteacher has already identified some weaknesses in the information and communication technology curriculum and this is identified in the school development plan. The school is working hard to raise standards in writing and has taken on new initiatives with enthusiasm. Some weaknesses in provision for higher attaining pupils were identified in the previous inspection and the way in which the school ensures that tasks are well matched to the needs of all pupils is now fundamental to its success. The way in which the staff work as a team contributes positively to the standards attained.
55. There are several reasons why the school is effective. The good quality of the teaching is a strong feature. The headteacher monitors teaching effectively both formally and informally, despite his own class teaching commitment. He sets a very good example in his own teaching. As a result, good teaching was seen in each class during the inspection. One of the teachers has been identified as a leading numeracy teacher and she shares her expertise with her colleagues. This has a positive impact on the standards attained in mathematics throughout the school. Another reason is the attention paid to setting targets for improvement. Termly targets are set in English, mathematics and information and communication technology. Teachers identify the percentage of their class who are expected to achieve the target and record the outcome. Where pupils miss the target, this is closely analysed and extra support is given. Pupils also have their own individual targets. As a result, tasks are well matched to the needs of all pupils, including higher attainers and those with special educational needs, and pupils make good gains in their learning. Good tracking procedures show that pupils of all abilities reach and often exceed the targets set for them based on their attainment when they start school. If a pupil is identified as a very high attainer, the school makes good provision for lessons in an older year group, so addressing individual needs well.
56. The way in which the governing body fulfils its responsibilities is good. As was identified in the previous inspection, they are supportive and have a good understanding of their roles. Several are parents and help in school regularly, monitoring its work informally as well as through a programme of visits. They have ensured that the key issues from the previous inspection have been well addressed. For example, there has been good improvement in the curriculum for the youngest children, the increased proportion of pupils attaining above average standards has improved, indicating that the needs of higher attaining pupils are well met and there is now a good range of extra-curricular activities. The school is continuing with its efforts to provide a hall, but has made significant improvements to the building and provided further classrooms. All statutory requirements are met.
57. The school makes good use of funds and resources made available to it. The school development plan is a good working document that has been well constructed to raise standards. Spending decisions focus appropriately on raising standards in literacy, numeracy and information and communication

technology. The school makes good provision for the youngest children by providing a nursery nurse for a significant proportion of the week. This ensures that both children in the Foundation Stage and pupils in Year 1, who are in the same class, are offered a curriculum that is well matched to their needs. The school manages its budget carefully to maintain the maximum number of classes as the year groups vary significantly in size. The funds carried forward to the next financial year are deliberately allocated for this purpose. The administration officer manages day-to-day accounts and office procedures well. Good information is provided about the budget to keep governors informed. All grants and extra funding are used effectively for their intended purposes and for the benefit of the pupils. However, it is sometimes difficult to budget accurately because some grants are unexpected and others do not always arrive when expected. This causes extra work for the administrative staff. The school uses management information systems well to regularly update the information it holds about pupils' progress towards their targets.

58. The school applies the principles of best value well in its use of resources. For example, results from statutory tests are compared with other schools and the governors invite tenders and explore options before making spending decisions. The wider community was consulted recently for their views on the school. There are a suitable number of teachers and support staff to meet the demands of the curriculum. The support staff make a positive contribution to the standards attained. All share the whole school ethos of valuing each individual and the inclusion of those with special educational needs.
59. The accommodation has been improved since the previous inspection. It is satisfactory overall. There has been improved access to the classrooms, two new classrooms have been built and one classroom has been adapted to serve as a small hall. However, the school is continuing its efforts to provide a hall more suitable for use by the older pupils. To compensate for its lack of indoor sports facilities, the school makes good use of its extensive grounds and attractive adventure playground to ensure that pupils receive a suitable physical education curriculum and attain the expected standards. Although parts of the original building, mostly used for storage, are in need of refurbishment, the accommodation, including a computer suite, is well cared for. Resources are satisfactory overall and are generally well used.
60. A judgement on value for money is based on what the school achieves in relation to its expenditure. The school's income is above average, as is usual for a small school. The attainments of children on entry to school are broadly average. By the time the pupils leave the school at the age of eleven their attainments are above average and they achieve well. The quality of education, including the quality of teaching, is good. The school promotes very good attitudes and behaviour. Provision for personal development, including spiritual, moral, social and cultural development is good. Taking all these factors into account, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue the good work of the school and to raise standards still further, the headteacher and the governing body should now address the following in their action plan:

- (1) Raise standards in writing to match those in reading by ensuring that writing tasks are sufficiently motivating for boys, particularly in classes where there is a gender imbalance. * (paragraphs 5-7, 72, 76-77)
- (2) Provide more opportunities for pupils to develop their skills in the control and modelling aspects in information and communication technology to match their skills in other aspects of the subject. * (paragraphs 28 and 121)
- (3) Improve planned opportunities to develop spiritual awareness both across the curriculum and in religious education. (paragraphs 22, 36, 77, 139 and 141)
- (4) Increase opportunities for reflection and encourage pupils to evaluate their own progress. (paragraphs 18, 27, 51, 73, 78, 88, 101, 103, 128 and 133)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- Monitor the withdrawal of pupils from lessons and ensure that they have equal access to the curriculum. (paragraphs 23, 30, 74 and 127)
- Improve the quality of information on the curriculum for parents. (paragraph 51)

* The school has already identified these areas as in need of improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 27 |
| 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 | 4 | 16 | 7 | 0 | 0 | 0 |
| Percentage | 0 | 15 | 59 | 26 | 0 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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) | 94 |
| Number of full-time pupils known to be eligible for free school meals | 1 |
| Special educational needs | YR – Y6 |
| Number of pupils with statements of special educational needs | 0 |
| Number of pupils on the school's special educational needs register | 11 |
| 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 | 4 |
| Pupils who left the school other than at the usual time of leaving | 6 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 3.6 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| National comparative data | 0.5 |

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

The requirement to report on attainment at the end of Year 2 is lifted because the number of boys and girls are ten or fewer.

Where numbers are omitted from the table of results at the end of Year 6, it is because there were fewer than ten boys and girls in the year group.

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 |
| | 2000 | 13 | 4 | 17 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | | | |
| | Girls | | | |
| | Total | 13 | 14 | 14 |
| Percentage of pupils at NC level 4 or above | School | 76 (54) | 82 (69) | 82 (77) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | | | |
| | Girls | | | |
| | Total | 14 | 15 | 15 |
| Percentage of pupils at NC level 4 or above | School | 82 (62) | 88 (69) | 88 (85) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 2 |
| Pakistani | 1 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 74 |
| Any other minority ethnic group | 1 |

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) | 4.51 |
| Number of pupils per qualified teacher | 19.1 |
| Average class size | 21.5 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 42 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 1 |
| Number of teachers appointed to the school during the last two years | 1 |
| 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 | 00/01 |
| | £ |
| Total income | 240087 |
| Total expenditure | 223842 |
| Expenditure per pupil | 2216 |
| Balance brought forward from previous year | 18694 |
| Balance carried forward to next year | 33139 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 101 |
| Number of questionnaires returned | 34 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 63 | 38 | 0 | 0 | 0 |
| My child is making good progress in school. | 47 | 50 | 3 | 0 | 0 |
| Behaviour in the school is good. | 44 | 53 | 3 | 0 | 0 |
| My child gets the right amount of work to do at home. | 26 | 50 | 21 | 0 | 3 |
| The teaching is good. | 59 | 41 | 0 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 35 | 53 | 12 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 68 | 32 | 0 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 50 | 41 | 6 | 0 | 3 |
| The school works closely with parents. | 50 | 35 | 15 | 0 | 0 |
| The school is well led and managed. | 62 | 35 | 0 | 0 | 3 |
| The school is helping my child become mature and responsible. | 53 | 47 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 15 | 45 | 27 | 6 | 6 |

Other issues raised by parents

Parents praised the work of the school and were pleased with the way in which their children were encouraged in sporting activities despite the lack of a hall. They expressed positive views about the quality of teaching.

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

61. Children are admitted to the reception class on a part time basis at the beginning of the year in which they have their fifth birthday. Most attend full time by the second half of their first term. At the time of the inspection, the children had been in school for three weeks and a few were in their first week of full time education. The children are accommodated in a class that also contains pupils in Year 1. This year there are significantly more children in the reception year than in Year 1, but this is not always the case. Evidence from baseline assessments and inspection evidence shows that attainments on entry are broadly average but cover the full range of attainment.
62. Children receive a positive start to school and make good progress, firmly developing and consolidating their skills. They achieve as they should and by the end of the Foundation Stage they are on course to attain the early learning goals in all the areas of learning. The previous inspection identified weaknesses in attainment in creative and physical development because the school was not providing an appropriate curriculum to develop these skills. This has been well addressed and the curriculum now provided is well suited to the needs of these young children.

Personal, social and emotional development

63. The children are already well settled into school and enjoy coming because they are offered interesting activities. They are becoming secure in routines and take responsibility for fetching their own snack at playtime and for washing their hands. The quality of teaching is good and children are on course to attain the early learning goals by the end of the Foundation Stage. Most children work and play independently when the teacher and the nursery nurse are working with other children.
64. Adults encourage children to develop their social skills in a variety of ways. For example, they are encouraged to take turns when playing in the vet's surgery and to be considerate to others when playing on the adventure playground. Good manners are stressed and children are encouraged to say 'please' and 'thank you'. They take turns to be helpers for the day and show a developing sense of independence when changing for physical education. They do not take much responsibility for choosing their own activities, but this is shortly to be introduced as they become fully familiar with routines and the activities available. Children with special educational needs are well integrated and other children show sensitivity to their needs.

Communication, language and literacy

65. Most children are on course to attain the early learning goals by the end of the Foundation Stage and some children will exceed them. They make sound progress and achieve as they should. This is similar to the findings of the previous inspection. Children develop their speaking and listening skills well through role-play in the vet's surgery and through regular opportunities to tell their news. They talk about what they might see out of a train window when pretending to travel in a train made from boxes. They learn to listen and respond at the right time when joining in saying 'That's what I see!' during the story 'The Train Ride'. Children have good opportunities to develop their writing skills. For example, they use a range of tools to make marks and write notes about the treatment given to pets in the vet's surgery. Some children can write their name and others try to copy it. In the lesson seen during the inspection in this area of learning, the quality of teaching was good. As a result, children made good gains in learning how to sequence a story. The teacher made good use of rhythm, asking the children to tap their legs in time to 'What can I see!' each time it occurred in the story. This kept the children's interest and encouraged them to take part.
66. Good emphasis is placed on the development of reading skills and this contributes to high standards in reading by the time the pupils leave the school. A particularly positive feature is the system of 'reading buddies', where pupils in Year 4 and Year 5 are partnered with the youngest children each week. Older pupils help younger ones with their reading and read stories to them. During the inspection, the children showed much enthusiasm for this session. The youngest children know how to use books and use the pictures to help them tell the story. Higher attaining children can read simple words and talk about the text.

Mathematical development

67. Attainment in mathematics meets that expected in order to meet the early learning goals at the end of the Foundation Stage and children are achieving as expected. Adults take every opportunity to develop these skills. For example, the talented nursery nurse emphasised mathematical language when the children played in a train made from boxes, asking 'Which is the front?' and 'Which is the back?' Children learned ordinal numbers through discussion about who was sitting in the first, second or third carriage. Children develop early counting skills through a range of number rhymes such as 'Five little speckled frogs' and 'Five currant buns in a baker's shop.' They learn to count to five through a matching game, where they count spots on a ladybird or complete jigsaws by throwing the appropriate number on a dice. The quality of teaching in this area of learning is good and children make good gains in their learning. The teacher takes care to make learning fun and, as a result, children are well motivated. For example, children learned to recognise numbers by reading from cards and then performing a given action the correct number of times. The choice of action such as banging a drum or jumping excited the children and all were keen to have a turn. The teacher already knows the children well and offered number cards that were well matched to their needs. An attractive card 'alien' was used effectively to stimulate the

children, resulting in good progress in number recognition. At the time of the last inspection, children's ability to apply their knowledge of number to solving problems was underdeveloped, and there has been improvement in this area.

Knowledge and understanding of the world

68. The children's knowledge and understanding of the world is on course to attain the early learning goals by the end of the Foundation Stage. Children are achieving as they should. They learn to identify parts of the body through singing action rhymes such as 'Heads, shoulders, knees and toes'. They learn about the natural world through the autumn fruits and harvest produce on display. They experiment with sand and water and use the computer to make simple graphs. They learn about other countries in the world through an attractive display showing where 'Barnaby Bear' has been on holiday. They learn the difference between 'smooth' and 'furry' by stroking the pets in the vet's surgery. It was not possible to make a judgement on the quality of teaching in this area of learning because no lessons were seen during the inspection.

Physical development

69. In their physical development children are on course to attain the early learning goals by the end of the Foundation Stage. This is an improvement since the previous inspection where there was a lack of opportunity to develop these skills. During the inspection, children had several opportunities to use the outdoor adventure playground and also for physical education in the small hall. Although there is no dedicated outdoor play area for these children, opportunities to use the adventure playground are planned regularly and children show a good awareness of space and develop the skills of climbing, balancing and stretching. Although there is insufficient evidence to judge the quality of teaching in this area of learning, the small number of children in school full time made good gains in learning during a lesson with pupils in Year 1. Here they showed an awareness of space on the climbing frame and developing agility. All children handle scissors, small toys and play dough regularly to develop their manipulative skills. For example, they cut out animal shapes to decorate the vet's surgery.

Creative development

70. At the time of the previous inspection, too few opportunities were provided for pupils to work creatively and use their imagination. There has been good improvement in this area. The children's creative development is on course to attain the early learning goals by the end of the Foundation Stage and they achieve as they should. They experiment with paint to make a frieze of 'Hickory Dickory Dock' showing developing hand control. They mix paint to produce self-portraits, some including recognisable features. An attractive display features a photograph of each child with a self portrait, hand print and cut out foot showing the use of a range of media. There are regular opportunities to develop musical skills, through singing a wide range of songs

and rhymes that also support language and mathematical development. No lessons were seen in this area of learning during the inspection.

71. The quality of teaching is good overall and leads to good learning. During the inspection, the quality of teaching was never less than good. Features of the good quality of teaching include a very good understanding of the needs of young children that ensures that there is a good balance between practical and other activities. Exciting strategies that keep the children's attention and very well managed children are other strong features. Lessons are well planned to meet the needs of all children and good use of the nursery nurse and parent helpers leads to plenty of small group support. The quality of teaching has improved since the previous inspection.

ENGLISH

72. Inspection evidence shows that standards overall are average by the end of Year 2 and also by the end of Year 6. Pupils are achieving as they should. Standards in writing are average through the school but standards in reading are higher, being above average in all year groups with the exception of Year 2, where they are average due to the proportion of pupils with special educational needs in a small year group and the fact that there are twice as many boys as girls. Most year groups are small and there are variations in the proportion of pupils with special educational needs in each year group and this affects the overall standard attained. For example, the current Year 2 and Year 6 are small and there are pupils with special educational needs in literacy in each. This is why standards are average overall for these groups this year. However, standards are above average in reading and speaking and listening in the other year groups where there are more pupils of higher ability and less with special educational needs. In some year groups there is a significant imbalance between the number of boys and girls in each year group and this sometimes affects standards if boys are less motivated, particularly in writing.
73. Test results in recent years show that by the end of Year 2, results are broadly above average in reading and average in writing. The picture is similar by the end of Year 6 and pupils are doing well. Standards in speaking and listening are above average by the end of both Year 2 and Year 6 because the school places strong emphasis on the development of these skills. This is an improvement since the previous inspection. Pupils are given many opportunities to discuss their work in pairs and small groups. They are good listeners and are very attentive in lessons, to their teachers and one another. All pupils talk confidently about the books they are reading and can explain their work clearly. Drama lessons are used well to develop these skills. For example, during the inspection, pupils in Years 4 and 5 maintained different roles, conveying anger in role as dentists saying 'You must brush your teeth!' and spoke persuasively as shopkeepers, saying 'Buy the alligator and get the dog free!' However, at the end of the session, the teacher needed to remind the pupils to observe each other's performance more carefully next time, as pupils are not accustomed to evaluating the work of others. Pupils of all ages

are encouraged to discuss their strategies in mathematics and personal and social education provides ample opportunities for pupils to articulate their thoughts and feelings. Pupils selected for discussion with inspectors were articulate and mature in their conversations.

74. Pupils also do well in reading, particularly by the end of Year 6, where standards are above average. This has been maintained since the previous inspection. Although standards are average this year by the end of Year 2, they are above average in all other year groups. The current Year 2 has twice as many boys as girls in a very small year group and one pupil has significant special educational needs and these factors contribute to the standards attained. There are several reasons why the standards in reading are high. The school places strong emphasis on reading. A significant factor is the system of 'reading buddies', where older pupils are paired with younger ones for a joint reading session each week. These sessions are eagerly anticipated by all pupils and foster an enjoyment of reading throughout the school. Time is set aside each day for quiet reading and pupils read aloud to adults individually on a regular basis. However, sometimes pupils are withdrawn to read to adults and miss parts of lessons. The school bookshop also encourages pupils to read a wide range of books. This also contributes positively to their personal development as they bring money to buy tokens in order to save up for their chosen books. A good range of reading material that appeals particularly to boys also encourages a love of reading. All these initiatives impact positively on the standards attained.
75. Year 2 pupils read with reasonable fluency, using their understanding of letter sounds to build unknown words. A variety of colour-coded material is used and texts are well matched to the abilities of the pupils. Higher attaining pupils read with fluency, discussing favourite authors such as Dick King-Smith. Lower attaining pupils break down words into syllables but use little expression in their reading. Year 6 pupils read fluently and expressively, enjoying the humour in their texts and comparing their favourite authors. A lower attaining pupil showed that he was determined to read amusing material that was particularly appealing to boys, breaking down challenging names into syllables. All pupils are familiar with literacy terms appropriate for their ages such as 'index', 'glossary' and 'author'. They borrow books from the library and know how to find books, but the library is unattractive and is not arranged for browsing in comfort because it is also used for music and drama. To compensate for this, teachers borrow books for their classes and each classroom includes an attractive area for reading.
76. Standards in writing are average by the end of Year 2 and Year 6. This is a similar picture to the findings of the previous inspection. The school has recognised that standards are not as high as those in reading and is working hard to address this. Of particular note are the termly targets that are set for each year group in English. These targets are linked to the National Literacy Strategy and cover all the necessary skills. The school predicts the percentage of pupils who are likely to achieve them and notes the actual percentage that do so. If there is a discrepancy then individual pupils are identified for extra support. Targets are also set for individual pupils and these are included in their writing books. Analysis of test papers last year revealed that pupils could do better in spelling and in the beginning and ending of stories. Inspection evidence shows that good emphasis is placed on spelling

and that pupils are taught to use adventurous vocabulary and to develop their ideas logically. However, although dictionaries are readily available in classrooms, teachers do not always encourage pupils to use them. The quality of marking is good and teachers enter into a dialogue with pupils about their work, particularly in Key Stage 2. For example, 'You must try not to use the word 'then' so often'. This helps pupils to improve their work.

77. Writing skills are developed well across the curriculum. For example, in history, older pupils write a glossary of Tudor terms and use their developing skills to record significant facts about the decades. They record their experiments in science and in geography they write about places they have visited on holiday. Information and communication technology makes a positive contribution to the teaching of literacy skills. Pupils use information and communication technology to write stories, poems and accounts. Some examples were seen of pupils using computers during the inspection during group activities. Good attention is paid to handwriting and presentation and this has improved since the previous inspection. By Year 2, pupils use correct spelling for monosyllabic words and use full stops and capital letters correctly. Higher attaining pupils use words such as 'mumbled' and 'yelled' instead of 'said'. By Year 6, stories show sustained development of ideas and the use of more sophisticated vocabulary such as 'antiquated' and 'barbarous'. Spelling is generally correct, although some struggle with words of foreign origin such as 'duvet' and 'pyjamas'. Higher attaining pupils use paragraphs securely and inject excitement and suspense into their writing. The school takes every opportunity to encourage writing, although opportunities to marvel at the use of words in texts are sometimes missed. For example, pupils in Year 4 and Year 5 wrote to well-known authors and illustrators such as J.K.Rowling and Mairi Hedderwick and showed pride and interest in the replies that they received. Initiatives such as these give pupils a real purpose for writing and motivate them to do their best. The school now needs to develop initiatives such as these further to ensure that writing tasks are sufficiently motivating for boys, particularly in classes where there is an imbalance in the number in each class.
78. The quality of teaching is good overall. As a result, pupils learn well. The quality of teaching has improved since the previous inspection, where it was judged to be sound. Most lessons seen during the inspection were judged to be good and one was very good. Teachers are confident with the subject and with the content of the National Literacy Strategy, which has been implemented well. Very good teaching, in a lesson for pupils in Year 5 and Year 6, was characterised by a motivational style that challenged pupils of all abilities and an enthusiasm for the subject that was successfully transferred to the pupils. Every opportunity is taken to extend learning. For example, a pupil asked whether 'bi' as in 'biology' was a homophone for the word 'buy' and the teacher took the opportunity to explain prefixes so leading to very good learning. A warm, encouraging style motivates the pupils, who strive to do their best. Where teaching is good, interesting strategies keep the pupils motivated. For example, in a lesson for pupils in Year 2 and Year 3, 'Word tennis', where pupils sat opposite each other and offered words in the same

spelling family in turn, enabled pupils to offer words such as 'cook' and 'moon'. All teachers take care to include pupils with special educational needs and this ensures that they make good progress. Homework is well used and questions are used effectively to assess understanding. Plenary sessions are used to share examples of pupils' work, but opportunities are sometimes missed for pupils to evaluate their own and others' work.

79. The co-ordinator provides good leadership and has a clear view for the further development of the subject. She has already identified that standards in writing could be higher. There is a good range of assessment procedures that are used well to track pupils' progress across the school. There is an appropriate range of good quality books.

MATHEMATICS

80. Inspection evidence shows that standards in mathematics are above average by the end of Year 2 and Year 6. Pupils are achieving well. This is an improvement since the previous inspection. Results of National Curriculum tests over recent years show most pupils in the small year groups attain the expected Level 2 for pupils in Year 2 and Level 4 for pupils in Year 6. Several pupils attain higher levels. There has been an improvement in the proportion exceeding the expected levels recently and this shows that pupils are doing well.
81. There are several reasons why pupils do well in mathematics. Firstly, the school has successfully implemented the National Numeracy Strategy and the effect of this is now being reflected in the standards attained. One of the staff has been identified as a leading numeracy teacher and she shares her skills effectively with her colleagues. As a result, the quality of teaching is good. Strong emphasis is placed on open-ended investigative tasks that are matched to the needs of individuals and this enables all pupils, including those with special educational needs, to do well.
82. There is little difference in standards between the different areas of mathematics in any of the classes. By the end of Year 2, pupils undertake a good range of investigations to explore numbers and use numbers to 1000 with confidence. They add and subtract two-digit numbers and understand odd and even numbers. They recognise patterns in numbers and measure in litres and centimetres. They know the properties of shapes such as hexagons and octagons. By Year 4, pupils use five digits to make sums that add up to 200 in a variety of ways. By the end of Year 6, they express fractions as percentages, show a good understanding of factors and know the difference between mode and range. They know that the four angles of a quadrilateral equal 360 degrees and find the area of shapes. They use pie charts and frequency diagrams to represent data from a variety of sources.
83. The National Numeracy Strategy has been implemented well and the mental session at the beginning of each lesson is making a positive contribution to pupils' skills of mental recall and to the standards attained. Teachers are

skilful in offering activities that motivate the pupils and in targeting individual pupils, particularly those with special educational needs, to ensure that they play a full part. For example, in the class for pupils in Year 2 and Year 3, a game where pupils solved problems such as 'This number has 8 units' caught their interest, keeping them alert and keen to take part. In the class for pupils in Year 4 and Year 5, they learned number facts to 100 by replying to the teacher's chant 'I say 20, you say...'. The teacher already knew the pupils well at the beginning of the school year and successfully challenged all pupils through the numbers she offered. In the class for pupils in Year 5 and Year 6, pupils investigated number patterns by multiplying numbers by 10, 100 and 1000. Pupils were motivated to read the highest numbers, particularly when they reached the millions.

84. Pupils have a very positive attitude towards the subject and this also contributes towards the high standards. They work hard and strive to meet their teachers' high expectations. The quality of teaching is good at both key stages and as a result pupils make good gains in their learning. This is an improvement since the previous inspection where the quality of teaching was satisfactory and higher attainers were insufficiently challenged. Features of good teaching include well-planned activities, which meet the needs of all pupils, including higher attainers, good use of resources and open-ended tasks. Good use is made of pupils' errors in discussion and activities move on at a brisk pace. Teachers make good use of assessment and several examples were seen where teachers had adapted their planning because the pupils had not thoroughly understood a concept. For example, pupils in Year 1 were offered extra practical experience of using a number line to count on before recording their calculations. In one lesson seen during the inspection, the quality of teaching was very good. This was in the class for pupils in Year 2 and Year 3 and was characterised by the very effective use of questions that meant all were involved and felt that their contributions were valued. A good pace to each stage of the lesson sustained interest. An interesting open-ended activity using a number wheel to generate sums enabled pupils to learn to add more than two numbers together. The previous inspection identified too few opportunities for problem solving and investigative work and the reliance on published textbooks. The school has addressed this weakness very successfully and this is evident in the standards attained.
85. Pupils use their numeracy skills well across the curriculum. For example, in history they investigate the hours worked in Victorian factories and number systems used in Ancient Egypt. In design and technology they use their measuring skills when making hats and Roman ballistas and they record the height of their shadows graphically in science. Good emphasis is placed on developing numeracy skills around the school and several displays include mathematical problems to solve. Information and communication technology also makes a positive contribution to the subject. Although there was little evidence of pupils using computers during mathematics lessons, discussion with pupils shows that they use a range of programs designed to support numeracy skills. Examples of work on display include a range of graphs, tables and spreadsheets to record, for example, information about favourite

biscuits and jobs done in Kemble in the past. A spreadsheet to show the percentage of boys and girls who own a guinea pig makes a positive contribution to the development of mathematical skills.

86. The co-ordinator has a clear view for the further development of the subject and provides good leadership. As a result of good target setting, both for year groups and for individuals, standards have been steadily rising. Analysis of statutory tests identifies areas of weakness and these are swiftly addressed. Thorough tracking identifies pupils who have not made sufficient progress and these pupils are offered appropriate targets and support. This has a positive impact on the progress made.

SCIENCE

87. Inspection evidence shows that standards are broadly above average by the end of Year 2 and by the end of Year 6. Results for recent years show a similar picture. Teacher assessments for 2001 revealed that all pupils attained Level 2, the standard nationally expected for Year 2. The percentage of pupils in Year 6 reaching the expected Level 4 was well above the national average. However, the small year groups means that too much emphasis should not be placed on these results. Accepting this, the emerging trend is positive with an increased percentage of pupils attaining higher levels in science by the end of Key Stage 2. This marks an improvement since the previous inspection and can be attributed mainly to improvements in teaching over this time. Children enter the school with average knowledge and understanding in science. Their achievement, therefore, is good overall. There are no significant differences in the performance of boys and girls.
88. One of the strengths in science is the range of ways pupils learn to record and communicate their findings. Year 2 pupils, for instance, design posters for reception children warning them of the dangers of electricity. By Year 6, pupils have learned how to enter information into tables, draw graphs and produce annotated diagrams. Throughout the school, pupils are encouraged to predict what might happen before they carry out their tasks. For example, Year 5 pupils consider the effect of changes in room temperature upon the speed by which ice turns to water. While pupils are doing well at obtaining and presenting evidence, their skills in reviewing work, describing its limitations and ways to improve, are less well developed.
89. In their study of life processes and living things, Year 1 pupils can name common parts of the human body, recognise that plants need light and water to grow, and can carry out simple measurements. Pupils in Year 2 discuss caring for teeth and realize 'why teeth go bad'. They understand the need for a balanced diet and exercise. They know, for instance, that if 'you don't have exercise your muscles will go weak.' In their work on forces, Year 3 pupils know how to construct a simple electrical circuit and understand that electrical devices will not work if there is a break in the circuit. Pupils in Years 2 and 3 can make sensible predictions, such as what will happen when you alter the gradient of a slope for a toy car. Higher attaining pupils are beginning to understand the concept of 'fair' scientific testing. Year 5 pupils recognise the differences between liquids and solids. As they study the human body, Year 6 pupils are beginning to understand the workings of different systems and the particular role of the heart as a pump.
90. Based on evidence obtained from the two lessons seen during the inspection, from analysing teachers' planning documents, a scrutiny of pupils' work, and through discussions with pupils, the quality of teaching is good at both key stages. By the end of Year 2, the achievement of all pupils is good. When teaching is good, there is a high level of interaction within the class and suitable resources and approaches excite pupils. Year 1 pupils, for example, sang about the different senses as a 'warm up' to learning more about parts of

the human body. Opportunities for investigation are more limited at Key Stage 1, largely because of the time devoted towards literacy and numeracy. One very good lesson observed during the inspection was taught by the science co-ordinator. During the lesson, which was based on keeping healthy, the interest of pupils in Years 5 and 6 was sustained through the use of various resources, focused questions and a blend of oral, practical and written activities. The teacher was adept at capitalising on the pupils' comments without losing sight of the lesson focus. One pupil, for example, briefly shared his experience of a long-haul flight and the need to move his legs every two hours. The teacher used this experience to extend pupils' understanding of the nervous system. The quality of teaching at Key Stage 2, illustrated in this lesson, enables all pupils, including those with special educational needs, to achieve well by the end of Year 6.

91. Pupils have good opportunities to practice and extend their numeracy skills while working on science topics. For example, Year 5 pupils plot points to form graphs showing the relationship between temperature and the time it takes for sugar to dissolve in water. Pupils also develop their language through science by, for example, learning new technical terms. The school is beginning to introduce opportunities for pupils to use information and communication technology in science, for example through the use of CD-ROMs and the Internet.
92. All pupils demonstrate very keen interest in their science work. They like carrying out practical tasks, such as testing what happens to their pulse rate after five minutes of stepping on and off their chairs. The behaviour of the pupils in the lessons observed was very good, largely because they were kept occupied by stimulating material. Pupils co-operate very well together, supporting each other when necessary.
93. Planning for science is sound and all aspects of the science curriculum are covered. The co-ordinator sets a very good role model when teaching science by motivating pupils to find out more. His secure subject knowledge and understanding ensures good pace and spice to pupils' learning. Work is regularly marked, usually with appropriate prompts and praise. Some pupils' books contain tick sheets for ongoing assessment that provide basic information for teachers on what pupils can and cannot do, although this practice is not consistent throughout the school. The school analyses the results of national tests and uses the information to inform future planning. For example, the co-ordinator recognises that standards in investigative science are relatively weaker than in other areas of the subject and has already brought in additional resources to help address the issue. Overall, resources are adequate. The school has good, developing woodland and pond areas in which pupils are introduced to life within different habitats. Through such first-hand experience, pupils are gaining a better understanding of their environment.

ART AND DESIGN

94. Judgements are based on the three lessons seen during the inspection, one in Key Stage 2 and two in Key Stage 1, examination of work on display and from discussion with the pupils. This indicates that standards are average by the end of Year 2 and above average by the end of Year 6. This is an improvement for the older pupils since the previous inspection where standards were average throughout the school. Pupils are achieving well.
95. Pupils develop an appropriate range of skills through the school. Pupils in Year 1 experiment with paint to depict boats and planes showing appropriate control of brushes. They learn to use glue effectively when they use wool to collage animal shapes. By the end of Year 2, they understand how to use a mixture of techniques to produce attractive self-portraits, based on enlargements of photocopied photographs, showing shadows in black and painting the rest of the portrait in bright colours. They develop their three-dimensional skills through using wire to make structures based on the work of Alexander Calder.
96. Pupils continue to build on their skills as they move through the school, with observational drawing being of a particularly high standard. For example, drawings by pupils in Year 4 of sculptures seen on a visit to a Sculpture Show demonstrate very close attention to detail. By Year 6, pupils use a good range of fabrics to make a frieze showing Joseph and his technicolour dreamcoat. They use the work of Van Gogh as a stimulus for their own work, showing good use of imagination. For example, samples seen during the inspection included attractive representations of his painting 'The Chair' and pupils included items that they enjoy in place of the pipe and tobacco shown by Van Gogh. These paintings show a very good understanding of perspective and are of high quality. Pastel and ink drawings of natural objects show close attention to tone and shade. Three-dimensional skills are developed through the use of clay; for example, ceramic tiles based on detail found on buildings.
97. There is insufficient evidence to make a judgement on the quality of teaching. The lessons seen for pupils in Key Stage 1 ranged from satisfactory to good. In the best lesson, for pupils in Year 2 and Year 3, a challenging activity involving twisting and bending wire into shapes, also contributed positively to social development as pupils needed to help each other hold the wire. Spiritual awareness was also fostered as beautiful music was played quietly as pupils worked. The exciting and unusual use of the wire motivated the pupils, leading to sculptures of good quality. Where teaching was satisfactory, for pupils in Year 1, the pupils used scissors to cut out animals that had been drawn for them and the opportunity to develop creative skills was missed. In the lesson for pupils in Year 5 and Year 6, the quality of teaching was very good. Here, the teacher had prepared a large and attractive 'still life' for pupils to draw. This very well chosen arrangement particularly motivated boys because it included tanks, trainers and calculators amongst the plants and flowers. The very well planned lesson enabled pupils to sketch their chosen view in pencil before moving on to using white and blue pastels, resulting in very attractive monochrome pictures. Very good artistic knowledge and

enthusiasm was transferred to the pupils, who consequently showed justifiable pride in their work.

98. The previous inspection identified that opportunities for pupils to choose their own resources were sometimes missed. The school has successfully addressed this weakness. Information and communication technology is used appropriately to enhance the subject. Pupils use a range of drawing programs and research the Internet for information about well-known artists.
99. The co-ordinator provides good leadership and ensures that the curriculum is planned, using national guidance, to ensure that pupils develop their skills as they move through the school. A positive feature is the arrangement for a teacher, who is an art graduate, to teach classes as well as her own. This broadens her own experience and ensures that most pupils in the school are able to benefit from her expertise. This contributes positively to standards; particularly by the time the pupils leave the school.

DESIGN AND TECHNOLOGY

100. The school teaches the subject in alternate half terms, so it was not possible to see any design and technology lessons during the course of the inspection. There is, therefore, insufficient evidence to make a judgement on the quality of teaching. However, a scrutiny of planning and previous work, and discussions with teachers and pupils indicate that a full design and technology curriculum is provided. Such evidence also suggests that by the end of Year 2 and Year 6 pupils reach average standards and achieve appropriately. Standards have been maintained since the previous inspection.
101. In Year 1, pupils develop their folding and cutting skills in various tasks, for example when producing Humpty Dumpty figures. Year 2 pupils use construction kits to make models for different purposes. In so doing they can select appropriate materials. Pupils in Year 2 learn about food technology by visiting a local pizza restaurant. Older pupils explore different textures when discussing bread and cakes. Year 5 pupils work effectively with a range of tools, including a glue gun, mini-saw and hammer, to make model cars. Opportunities to select appropriate tools have improved since the previous inspection. Pupils' design skills are further refined through such tasks as making summer hats and drawing up an asymmetric design for a container using particular techniques. Older pupils are beginning to suggest ways of improving their work, against the original specifications, although opportunities for testing and re-testing are limited.
102. From examining planning documents and photographic evidence, teachers take opportunities to develop design and technology skills in different contexts. For example, older pupils have produced good quality models of Roman ballista and carried out 'make do and mend' tasks in a concert on evacuees from World War Two. Pupils in Years 4, 5 and 6 have also produced models while visiting the 'Nature in Art' site in Gloucester. These experiences

allow pupils to work collaboratively to solve problems, thereby promoting good personal relationships.

103. From an early age, pupils in the school have positive attitudes to design and technology. Year 2 pupils, for instance, use various construction materials to make different things during their 'free choice' activity. Scrutiny of work indicates that pupils put effort into their work and apply themselves fully to their tasks. They pay attention to the quality of finish on their products. While all pupils enjoy making things, their planning and evaluation skills during the work process are less well developed. This remains an area for improvement, carried over from the previous inspection.
104. There is no formal strategy for assessing pupils' standards in the subject. However, teachers undertake informal, ongoing assessment during lessons. The arrangement of teaching design and technology and art and design in blocks of work in alternate half terms means that it is difficult for pupils to practise their skills regularly and to remember what they have learned after a few months gap. There is limited use of information and communication technology to support the subject.

GEOGRAPHY

105. Standards are broadly average by the end of Year 2 and Year 6. This judgement is similar to the last inspection and improvement in the subject has been satisfactory. Pupils' achievement in both key stages is appropriate.
106. Pupils in Year 2 demonstrate a growing awareness of different places around the world. They can distinguish between 'hot' and 'cold' countries and they know how to use an atlas and globe. For example, they are able to use simple maps to name and point out places in the United Kingdom. Older pupils make effective use of Ordnance Survey maps to explore settlement patterns. In considering water's effect on the landscape, pupils in Years 4 and 5 understand the importance of the river Nile to Egyptian farmers. They are able to describe accurately the human and physical consequences of flooding and drought. Year 6 pupils have a satisfactory knowledge of places and can use appropriate geographical vocabulary in their descriptions. Through their lessons pupils are made aware of environmental concerns. For example, they know about the importance of re-cycling and ways in which society can damage and sustain its natural resources.
107. By Year 6 pupils have acquired a sound set of geographical skills, including the ability to use maps and reference books. Appropriate fieldwork opportunities are provided through the school grounds. Younger pupils have walked along the road outside the school to improve environmental awareness and classes periodically visit the local church where, for example, pupils examine its architecture. Older pupils have also visited the source of the river Thames, found locally. However, experience of undertaking systematic geographical investigations, using a range of fieldwork techniques, is limited.

108. Only one geography lesson was seen during the inspection and, therefore, there is insufficient evidence to judge the quality of teaching across the school. However, in the one lesson observed the teaching was of good quality. This is an improvement since the previous inspection where some lessons were unsatisfactory because expectations were unrealistic and did not meet the needs of the pupils. In the lesson seen during the inspection, pupils in Years 2 and 3 were set suitably challenging activities to find out more about countries abroad. One group worked in role-play using a range of props, including telephones, travel brochures, foreign money, a globe, and booking forms, to arrange a holiday abroad. Older pupils developed their reference skills by using information books to learn more about the country of their choice. Through such work higher attaining pupils are beginning to use and understand more sophisticated geographical vocabulary, such as 'currency' and 'population'. Pupils are also introduced to appropriate map symbols and flags from around the world.
109. All pupils enjoy learning about geography. Throughout the school, for example, pupils respond enthusiastically to the task of bringing into school information about different countries. Pupils in Years 5 and 6 produce scrapbooks containing information about the places visited on their holidays. Pupils concentrated well in the lesson observed, sharing ideas and resources, and proved eager to undertake further research.
110. Resources for geography are adequate. The co-ordinator is building up the school's supply of CD-ROMs to support the use of information and communication technology in geography that, at present, is satisfactory. This is having a positive impact on standards. For instance, Year 3 pupils practise their computer skills while using a CD-ROM to find out about life in different countries around the world.

HISTORY

111. By the end of Years 2 and 6 standards are broadly average. Analysis of pupils' work, inspection of planning documents and discussions with staff and pupils indicate that the achievement of all pupils is appropriate. Standards have been maintained since the previous inspection.
112. Year 1 pupils are developing awareness of changes in their own lives and adults around them. By Year 2, pupils compare simple differences between life in the past and today through, for example, exploring seaside holidays 'long ago'. They can communicate basic information from historical sources and sequence events in stories from the past. Higher attaining pupils can recount past events, such as the Great Fire of London, with increasing detail. For instance, they know that the Fire was started accidentally and 'destroyed thousands of houses.' They are also able to distinguish between a fact and an opinion. While Key Stage 1 pupils can recall basic information about Florence Nightingale, their general knowledge and understanding of different kinds of famous people in the past is more limited.

113. In their study of twentieth-century Britain, older pupils in Key Stage 2 have learned about lifestyle changes; for example in food, fashion and transport. In so doing they have interviewed parents and other adults, promoting good social development. They are able to describe domestic life before the advent of supermarkets, 'weight watchers' and the computer. Year 6 pupils have a sound sense of chronology and can sequence the main periods in British history in the right order. While higher attaining pupils have a rough idea that 'people do not always get it right', opportunities to discuss how the past is represented are often missed. For example, in one lesson pupils in Years 4 and 5 watched a video on ancient Egypt for twenty-five minutes but were not asked to look out for any particular points or consider *how* the information presented in the programme was obtained. Older pupils are not sufficiently taught to question the reliability of historical interpretations.
114. Due to timetable arrangements it was not possible to observe more than two history lessons and there is insufficient evidence to make an overall judgement about the quality of teaching. However, the teaching seen in both lessons at Key Stage 2 was good. In each case, teachers provided pupils with suitable visual sources to stimulate pupils' interest in ancient Egypt. Where teaching is good, pupils are asked to consider what they already know about a history topic at the outset of their study. Also, as through wall displays, pupils are encouraged to think about historical questions rather than merely absorb factual information. Teachers take opportunities to develop mathematical and language skills through history. For example, pupils calculate the number of hours worked in Victorian factories and, in other lessons, produce glossaries of new historical vocabulary encountered.
115. Pupils are beginning to use information and communication technology to learn more about the past. For example, pupils in Years 5 and 6 use the Internet to access information about the ancient Egyptians. They also make effective use of 'clip art' and different fonts to enhance the presentation of their work on the Victorians. In their local history, pupils use spreadsheets to show occupations in Kemble during 1851.
116. Pupils enjoy learning about the past; particularly 'the gory bits' gleaned from certain storybooks during their reading time. Year 5 pupils are proud to show off their developing project books on ancient Egypt and to explain how they can write their names in hieroglyphics. These positive attitudes to learning are largely due to the ethos of support created by teachers.
117. The school has recently implemented the nationally approved scheme of work, which has addressed a planning weakness highlighted in the previous report, although it is too soon to say whether this has had an impact on standards. Under the direction of an enthusiastic co-ordinator, the school is coming to terms with the planning implications for a small school with mixed-aged classes. Monitoring the progression of pupils' skills in history is a recognised area for development. The school collection of resources for history is satisfactory. Good use is made of loan services and visits to enrich pupils' learning. For example, within the two-year cycle of planned activities, pupils

visit the Corinium Roman Museum, where they can handle artefacts, and also undertake a Victorian schoolday re-enactment in Gloucester. Parents provide good support through, for example, the loan of artefacts and photographs. The school has made good progress on the issue of widening the range of historical sources, such as artefacts, mentioned as a shortcoming in the previous report.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Standards in information and communication technology are broadly average by the end of Year 2 and Year 6. Pupils achieve as well as they should. This is similar to the findings of the previous inspection. The school has worked hard to maintain these standards because the theft last term of most of the computers meant that the school was without its machines for some time.
119. By the end of Year 2, pupils use the 'mouse' with confidence, accurately using 'clipart' to enhance their workbooks. They type their names using a range of fonts and colours and use word-processing programs to produce descriptions of themselves. They save and print their own work. They know how to use a programmable toy and can send it along a route. They use drawing programs appropriately to make pictures and simple shapes on screen. In geography, they search the Internet for information about Canada and download flags, maps and pictures.
120. By the end of Year 6, pupils access the Internet to take part in a national school census about their favourite subjects and the type of housing they live in. They compare their results with other schools on the Website and use spreadsheets to show their results. They also use spreadsheets to show the variety of jobs undertaken in Kemble at the time of the 1851 census. This contributes positively to pupils' historical understanding. There is an appropriate balance between the teaching of skills and the application of the subject across other areas of the curriculum. For example, pupils use their word processing skills to support writing when they use a range of fonts and colours to write instructions for how to make a cup of tea. Accounts of the story of Macbeth show competent word processing skills. In geography, leaflets of good quality about the Gambia include word-processed information as well as pictures imported from the Internet. In art and design, pupils use the work of Matisse as a stimulus for producing spiral patterns with a drawing program. Mathematical development is enhanced through the subject by many opportunities for pupils to use their skills to represent data in a range of graphs.
121. The previous inspection identified that there were insufficient opportunities for pupils to use computers in activities which demand decision making, for example to control events or to model outcomes. There has been some improvement in this aspect of the curriculum and pupils are familiar with a range of programs that simulate events and require them to make decisions in order to complete the program. They know how to control a screen turtle. However, opportunities to program events in sequence or to monitor changes,

for example, are less well developed. The school has already identified this as an area for development and the purchase of the necessary resources is identified in the school development plan. The development of the subject has been set back by the loss and subsequent replacement of the computers.

122. One of the reasons why the school has managed to keep pace with the expected standards is the good initiative of termly targets that are set for each year group. This ensures that the subject has a high profile in the school and that areas of weakness are identified and addressed. Another is the development of a computer suite. Pupils use this as a class to learn new skills or to work individually. For example, during the inspection, pupils learned to use a program to develop their understanding of homophones as part of the literacy hour. Pupils are trusted to use the suite at lunchtime for their own enjoyment. A computer club gives further opportunities for pupils to develop their skills.
123. There is insufficient evidence to make a judgement on the quality of teaching because no lessons were seen during the inspection. However, teachers, parents and governors were observed giving good support to groups and individuals. In discussion, pupils show very positive attitudes to the subject and know about potential dangers, such as the transmission of viruses and why adult supervision is necessary when accessing the Internet.
124. The headteacher is currently the co-ordinator and he provides good leadership. He has a good understanding of areas for development and shares his personal enthusiasm and knowledge of the subject with the pupils. The subject is well placed for continued improvement.

MUSIC

125. By the end of Years 2 and 6 standards are broadly average. Standards have been maintained since the previous inspection. Pupils are achieving as they should. Year 2 pupils make quiet and loud sounds using a range of instruments, such as the triangle, maraca and 'rain stick'. They represent sounds with symbols and play simple accompaniments on tuned instruments. Higher attainers are developing a good sense of rhythm. Through Years 3 to 6, pupils explore rhythm patterns on a variety of percussion instruments. By Years 5 and 6 pupils combine rhythm and pitch while performing. In composing, older pupils are able to create simple pitch sequences and create symbols that represent different pitches. While listening, they can identify and discuss sensibly high and low sounds, such as the voice of a soprano and notes played on the flute.
126. No music lessons were observed and so no judgements can be made on the quality of teaching. When appropriate, music is used effectively by some teachers as background for lessons and this contributes positively to their spiritual development. Music also features at the beginning and end of assemblies to play pupils in and out. Pupils have opportunities to listen to a range of music, including traditional Welsh dances, classical pieces, music

from India and China, and popular music. This helps promote cultural awareness. School assemblies make a positive contribution in developing pupils' musical knowledge and skills. Older pupils sing clearly, enthusiastically and with reasonable melody. In their classroom, Year 1 pupils sing a range of songs and rhymes linked to their topic work to stimulate their imagination.

127. Through the county music service, an increasing number of pupils have opportunities to learn instruments in school, such as the violin, guitar, trumpet and flute. For these pupils, such provision has a positive impact on their achievement. For instance, pupils concentrate hard on learning to play the guitar during tuition and are provided with home practice diaries to consolidate learning. However, these pupils sometimes miss parts of other lessons.
128. Planning for music is sound and resources satisfactory. The school makes effective use of a commercial scheme for long-term planning over a two-year cycle. All aspects of the statutory curriculum are covered. Good use is made of the co-ordinator's specialism in teaching different classes. Music is well co-ordinated. Pupils' progress is beginning to be monitored and examples of pupils' work tape-recorded. Year 4 pupils, for instance, produced tuneful compositions showing a good understanding of pitch using various instruments, although evaluation skills are underdeveloped. Opportunities for performance include playing instruments during special assemblies. Four recorder groups are run in the school to cater for different levels of competence.
129. Evidence from discussions shows that pupils enjoy their music lessons. They are responsive and want to improve. Year 3 pupils, for instance, brought in suitable compact discs while studying music that has an alternating structure. Occasional use is made of music across the curriculum, for example when exploring sounds in science and while studying life in the 1960's. The use of information and communication technology, however, is limited in music.

PHYSICAL EDUCATION

130. By the end of Years 2 and 6 standards are broadly average and pupils achieve appropriately. This is a similar picture to the previous report. Overall standards have therefore been maintained although there has been an immediate improvement in gymnastics at Key Stage 1 afforded by the recent purchase of new equipment.
131. In dance and gymnastics, Year 2 pupils balance well using different parts of the body. In games, they throw and catch a ball accurately. Higher attainers perform with more control and increased co-ordination of movement. All pupils show good knowledge and understanding of health and safety issues arising from lessons. For instance, Year 1 pupils explain why it is dangerous to use the new climbing frame while wearing socks. They also know that jumping off the frame from a height can endanger other pupils and are quick to follow rules in lessons.

132. Opportunities for older pupils in dance and gymnastics are more limited by the lack of floor space. However, while the school continues to lobby for a new hall it has sought to compensate by increasing provision in other areas of the subject curriculum. It has also widened considerably extra-curricular physical activities, which at the time of the previous inspection were reported to be non-existent. Standards of swimming are high throughout the school. Nearly all Year 6 pupils swim well in excess of 25 metres, the nationally expected distance for their age, before they leave school.
133. It was only possible to observe two lessons and, therefore, no judgements are made about the quality of teaching in the subject. One lesson at Key Stage 2 was of a satisfactory standard and the other, at Key Stage 1, was good. In the latter, effective teaching ensured that all pupils were given sufficient time to 'warm up' and 'cool down' during their gymnastics. They were also provided with examples of good practice in movement across the floor and appropriately praised for their efforts. All pupils were able to find space and use it effectively. Higher attaining pupils could curve their body shape, balancing on one foot using their hands to steady themselves. Where teaching is good, as in this lesson, careful instructions develop pupils' language. For example, pupils learn positional terms such as: to move 'in' and 'out' of each other, and 'over' and 'above' apparatus. In the one Key Stage 2 lesson observed, pupils worked in pairs and demonstrated competent ball skills that they then applied in small team games. A weakness of the lesson was the lack of time for pupils to review what they had learned. Generally, evaluation of performance is an area for development in different aspects of the subject.
134. Year 6 pupils enjoy outdoor adventure activities during a long weekend at a residential site in Devon. They work co-operatively together to meet various challenges, including abseiling and water sports. Photographic evidence shows high levels of concentration by pupils as they solved a variety of problems working together. Pupils look forward to their lessons in physical education and associated extra-curricular activities. They dress appropriately and are keen to participate. For instance, in a netball practice after school pupils and staff showed much enthusiasm and commitment, despite the drizzle, and demonstrated sound knowledge of tactics. Lower attaining pupils are gaining increasing confidence through sensitive teaching and peer support. They are beginning to realize the value of being a team member when playing games.
135. Resources for the subject are satisfactory. The school has a large playing field and adequate playground upon which pupils enjoy a range of striking and invasion games. While the school has limited floor space for gymnastics among older pupils, the recent installation of a climbing frame has increased opportunities for physical development, particularly for younger pupils. This represents an improvement since the previous report. Younger pupils demonstrate good agility when using this frame.
136. Where appropriate, teachers link physical education with other areas of the curriculum, which helps pupils see the relevance of the subject. For example,

in a science lesson on keeping fit and healthy, pupils in Years 5 and 6 were briefly introduced to the work of sports physiotherapists. A few opportunities are taken to introduce information and communication technology. For example, using a digital camera, photographs are taken of pupils engaged in outdoor pursuits, while in the classroom pupils are introduced to an appropriate CD-ROM dealing with aspects of fitness and health.

RELIGIOUS EDUCATION

137. Pupils' standards of attainment by the end of Years 2 and 6 broadly meet those expected in the Agreed Syllabus for schools in Gloucestershire. The adoption of this revised syllabus, since September 2000, has provided teachers with a clear long-term plan for the development of the subject across the school. Standards have been maintained since the previous inspection and the achievement of pupils is as expected.
138. A scrutiny of previous work shows that by the end of Year 2 pupils are beginning to understand that places of worship are important to members of different faiths. Higher attaining pupils are aware that people worship God in different places and in different ways. They can recount good detail from the biblical story of Joseph being sold into slavery and realize that 'the story is about jealousy.' By Years 5 and 6 pupils know that the Bible is a Holy Book divided into Old and New Testaments and can recall several stories therein. They know that pilgrimages are 'special journeys' which can be made to different places, such as the river Ganges in India. They are less certain over the significance of pilgrimages. Pupils throughout the school are gaining knowledge and understanding of different festivals in the Christian church calendar. For example, through assemblies they know that Harvest is an important time for many churchgoers.
139. Based on lesson observations and other evidence, the quality of teaching is sound at both key stages. Three lessons were observed during the inspection week and all were satisfactory. The strengths of the teaching are that all pupils are valued, supported and encouraged. While long-term planning, based on the locally agreed syllabus, is sound, lesson plans sometimes lack specific objectives to develop pupils' learning about and from religion. As a consequence, sometimes pupils do not have sufficient opportunities to discuss in detail aspects of the subject. For instance, in one lesson observed the main task for pupils in Years 5 and 6 was to construct their own personal timelines to show important events in their lives. An opportunity was missed within the lesson to 'open up' a discussion from a religious perspective by focusing upon one or two of these occasions, such as the celebration of Ramadan or attending a christening, as experienced by members of the class.
140. Pupils' understanding of different faiths is satisfactory and is promoted through a range of teaching approaches. Christianity is the main focus but Islam and Judaism are the two other religions studied. A Muslim parent has spoken to younger pupils about her lifestyle, using appropriate artefacts, and classes regularly visit the village church. From one such visit, Year 2 pupils recalled moving details on gravestones and are able to describe different features of the church. Older pupils hear the minister talk about rites of passage in the Christian faith. Year 6 pupils can recall basic factual information about Christianity and, to a lesser extent, Judaism and Islam, although their understanding of the reasons for different lifestyles among believers is less well developed.

141. Insufficient opportunities are taken to develop spiritual awareness within the subject. In one lesson, for example, pupils in Years 2 and 3 learned that certain people are special and care for us but were left with little time to discuss the place of the church in the lives of Christians and the role of the minister in providing spiritual guidance.
142. Pupils show positive attitudes towards learning and behave very well in lessons. The co-ordination of the subject is satisfactory. Resources for religious education are adequate. Artefacts, such as prayer mats, are borrowed from a teachers' centre which enlivens pupils' interest in lessons. The use of information and communication technology is underdeveloped in the subject.