

INSPECTION REPORT

**OLD SODBURY CHURCH of ENGLAND PRIMARY
SCHOOL**

Old Sodbury

LEA area: South Gloucestershire

Unique Reference Number: 109175

Headteacher: Mr C Williams

Reporting inspector: Janet Sinclair
19824

Dates of inspection: 11th – 13th October 1999

Under OFSTED contract number: 706948
Inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Church of England Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Old Sodbury VC C of E Primary School Church Lane Old Sodbury Bristol BS37 6NB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Whitbread
Date of previous inspection:	23 rd – 26 th October 1994

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Janet Sinclair, Registered Inspector	English Under fives History Music Art Physical education Religious education Equal opportunities	Attainment and progress Teaching Leadership and management
Mr John Baker, Lay Inspector		Attitudes behaviour and personal development Attendance Spiritual moral social and cultural development Support guidance and pupil's welfare Partnership with parents and the community
Mrs Jackie Johnson	Mathematics Science Design and technology Information technology Geography Special educational needs	Curriculum and assessment Staffing accommodation and learning resources Efficiency

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school 1 - 3
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress 4 - 13
Attitudes, behaviour and personal development 14 - 18
Attendance 19

Quality of education provided

Teaching 20 - 28
The curriculum and assessment 29 - 33
Pupils' spiritual, moral, social and cultural development 34 - 39
Support, guidance and pupils' welfare 40 - 46
Partnership with parents and the community 47 - 55

The management and efficiency of the school

Leadership and management 56 - 61
Staffing, accommodation and learning resources 62 - 65
The efficiency of the school 66 - 69

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 70 - 76
English, mathematics and science 77 - 98
Other subjects 99 - 127

PART C: INSPECTION DATA

Summary of inspection evidence

MAIN FINDINGS

What the school does well

- The school achieves good standards in English, mathematics and science.
- There are very good links with the community.
- The headteacher provides clear educational direction for the work of the school and is supported well by the deputy headteacher and governors.
- The school makes good provision for pupils’ spiritual, moral and social education.
- Provision for extra-curricular activities is very good.
- All teaching is at least satisfactory; 46 per cent of the teaching seen was good and a small proportion of it was very good.

Where the school has weaknesses

- I. The inadequacies in the accommodation present difficulties for staff in effectively teaching the curriculum.
- II. Progress in history and geography, and knowledge and understanding of art is unsatisfactory.
- III. Use of support assistants is not well developed.
- IV. Opportunities are missed within the curriculum to develop pupils’ understanding of the richness and diversity of other cultures within modern Britain.

The school’s strengths far outweigh its weaknesses. The weaknesses will form the basis of the governors’ action plan, which will be sent to all parents or guardians of pupils in the school.

How the school has improved since the last inspection

Many of the issues from the last inspection have been tackled satisfactorily. Standards in spelling and presentation are improving, group work has been simplified, schemes of work are in place for all subjects and systems have been put in place to monitor and evaluate the efficiency of policies into practice. The school has made significant improvements in the accommodation. There is now a design and technology room, storage space in the hall and a covered area for the under-fives. The headteacher and governors continue to seek ways to improve the accommodation for the benefit of the pupils. The National Numeracy and Literacy Strategies have been effectively implemented. Standards in the core subjects show steady improvement over time. The school is well placed to make further improvements.

Standards in subjects

This table shows the standards achieved by 11-year-olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
English	A	B	<i>well above average</i> A
Mathematics	B	D	<i>above average</i> B
Science	B	C	<i>Average</i> C
			<i>below average</i> D
			<i>well below average</i> E

The school's annual cohort of pupils is very small (eight in this reporting year) and this causes wide variations in the school's results year on year. However, standards over time remain above the national average. During the inspection, pupils were found to be attaining standards above expectations in English, mathematics and science at both key stages. They are making satisfactory progress in all other subjects except geography at Key Stage 2, history at both key stages and knowledge and understanding of art, where progress is unsatisfactory. There was insufficient evidence to make a judgement about progress in music.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Satisfactory	Satisfactory
Science	Not applicable	Satisfactory	Satisfactory
Information technology	Not applicable	Insufficient evidence	Insufficient evidence
Religious education	Not applicable	Insufficient evidence	Insufficient evidence
Other subjects	Good	Insufficient evidence	Insufficient evidence

The quality of teaching is satisfactory overall. All of the teaching seen was satisfactory or better and, of that, 46 per cent was good and seven per cent was very good. A significant number of the good lessons and all of the very good lessons were seen in the Reception/Year 1 class.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is good overall, although at lunchtimes when pupils dine, behaviour is unsatisfactory.
Attendance	Excellent, with no unauthorised absence. Pupils are happy to come to school.
Ethos*	The school's ethos is good. Pupils have good attitudes to work and there are good relationships throughout the school. There is a good commitment to raising standards.
Leadership and management	The leadership of the school is good. The headteacher, deputy headteacher and governors provide a firm steer to the school's work.
Pupils with special educational needs	The provision for pupils with special educational needs is well led and they make satisfactory progress.
Curriculum	The curriculum is sound overall and the school effectively prepares pupils for the next stage in their education. Staff have implemented the literacy hour well. Assessment procedures are satisfactory. Provision for extra-curricular activities are very good.
Spiritual, moral, social & cultural development	Good overall. Multicultural development is less well catered for within the curriculum.
Staffing, resources and accommodation	Satisfactory overall, although the limitations in the accommodation and the size of the upper Key Stage 2 class make it difficult to effectively teach the curriculum.

Value for money	The school provides sound value for money.
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**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
V. The caring ethos of the school. VI. The school promotes good behaviour and encourages independent learning. VII. Their children make good progress. VIII. Children are supported well and encouraged to take part.	IX. A few parents felt that more could be done to

The majority of parents were very positive about all aspects of the school and the inspectors agree with all their positive comments. The school prepares the pupils well for their secondary education.

KEY ISSUES FOR ACTION

In order to raise standards and enable pupils to make more progress the governing body, headteacher and staff as a whole team need to:

- X. Improve curricular provision for history, geography and knowledge and understanding of art so that standards of attainment are raised and pupils make satisfactory progress. (paragraphs 11, 13, 22, 31, 106, 108, 114, 117, 118, 120)
- XI. Improve the contribution that classroom assistants make to teaching by giving them a more detailed brief on their work with children and ensuring that they are used efficiently all the time. (paragraphs 23, 27, 62, 68, 98)
- XII. Draw the attention of the local education authority to the deficiencies in the accommodation, which place constraints on the delivery of some aspects of the curriculum. (paragraphs 64, 68, 86, 113, 125)
- XIII. Provide more opportunities for pupils to gain a deeper understanding of the richness and diversity of other cultures both within modern Britain and the wider world. (paragraphs 38, 103)

In addition to the key issues above the following points should be considered for inclusion in the action plan:

- XIV. address the minor omissions of statutory requirement; (paragraph 49)
- XV. provide more challenging work in mathematics and science for the high attaining pupils; (paragraphs 13, 23, 24, 30, 33, 89, 91, 96, 97)
- XVI. share good and very good teaching practice across the school; (paragraphs 20, 22, 26, 71)
- XVII. formulate the school development plan through a wider process of formal consultation to include governors and support staff; (paragraph 60)
- XVIII. improve behaviour at lunch-times. (paragraph 15)

INTRODUCTION

Characteristics of the school

1. This small school is situated in the village of Old Sodbury and is part of the Badminton Ward. Pupils come from Old Sodbury, Chipping Sodbury and Yate. There are now 91 full-time pupils on the roll (seven above the school's standard number), including 12 pupils who are under five in the Reception class. Children start school in the year in which they are five and attend on a full-time basis from the beginning of the autumn term. The number on roll has remained fairly stable over the last four years. Pupils come from a broad cross-section of society with slightly more than average from a more privileged background. There are no pupils from homes where English is spoken as an additional language. There are slightly more boys than girls in the school. Most pupils transfer to the secondary school in Chipping Sodbury. There is good liaison between the schools. The number of pupils receiving free school meals (almost eleven per cent) is below the national average. There are 26.3 per cent of pupils on the special educational needs register and this is above the national average (18.3 per cent). Pupils start school with a narrow range of ability. The baseline assessment tests show that most pupils' attainment levels on entry are at least average for this age group with some above average.
2. The school's aims as published in the school brochure are as follows:
 - To create a considerate, tolerant, understanding and caring atmosphere in which to build and enlarge the child's knowledge experience skills and expertise.
 - To develop an awareness of moral and spiritual values and social responsibility, and an appreciation and enjoyment of the child's world and his/her place in it.
 - To help each child gain the essential skills for living and learning together with self-motivation, enthusiasm and resourcefulness so that they will make good use of these skills to achieve the highest standards they can.
1. The school's current curricular priorities are:
 - Implementation of the Numeracy Hour.
 - To use the model for monitoring literacy across the curriculum.
 - To carry out a review of the curriculum based on the Qualification and Curriculum Authority's documentation.
 - Targets set by the school for attainment in national tests in 1999 at Key Stage 2: English – 82-91 per cent (Level 4 and above), mathematics – 77 per cent (Level 4 and above).

Key indicators

Attainment at Key Stage

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	7	5	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	7	7	7
	Girls	5	5	4
	Total	12	12	11
Percentage at NC Level 2 or above	School	100	100	92
	National	77	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	7	7
	Girls	5	4	5
	Total	12	11	12
Percentage at NC Level 2 or above	School	100	92	100
	National	81	85	86

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1998	4	4	8

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	3	3
	Girls	4	3	4
	Total	7	6	7
Percentage at NC Level 4 or above	School	87	75	87
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	3	3
	Girls	4	3	4
	Total	7	6	7
Percentage at NC Level 4 or above	School	88	75	87
	National	65	65	72

• **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete Reporting year:

		%
Authorised Absence	School	1.5
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

• **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

• **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	7
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. Standards of attainment in English, mathematics and science at both key stages have improved since the last inspection and the school has set realistic targets for continued improvement.
2. Children's attainment on entry to the Reception class is mostly at or above the expected level for their age. They make good progress across the areas of learning and by the time they are five, most are in line to exceed the nationally recommended outcomes for five-year-olds. They listen attentively and enjoy sharing books. They talk to each other and the teacher in appropriate sentences. In mathematics, they count confidently to ten and understand the concept of one more and longer and shorter.
3. The school has small cohorts of pupils year-on-year and this causes some variations on the school's statistics and makes it inadvisable to place too much emphasis on one year's results. However, results over time remain above the national average. Results of the 1998 Key Stage 1 tests were well above average in reading and writing at Level 2 and above in mathematics. The proportion of pupils achieving the higher Level 3 was below average in reading and writing and average in mathematics. In comparison with similar schools, based on the number of pupils having free school meals, results are well above average in reading and writing and average in mathematics at Level 2. They are well below at Level 3. Figures for the last three years show an upward trend in all three areas. There are no significant differences in the attainment of boys and girls. Teacher assessments are in line with national test results. The unpublished 1999 national test results indicate improvements in achievement in reading.
4. The results of the Key Stage 2 national tests in 1998 were well above average in English, mathematics and science. The proportion of pupils achieving the higher Level 5 was well above average in English and close to the average in mathematics and science. In comparison with similar schools, based on the percentage of pupils having free school meals, results are above average in English and science and average in mathematics. Figures for the last three years are variable but are always above the national averages. There are no significant differences in the attainment of boys and girls. Teacher assessments are in line with national test results. The unpublished 1999 national test results indicate that standards have been maintained in all three subjects.
5. Inspection evidence shows those standards in the core subjects of English, mathematics and science are above national expectations at the end of both key stages. Overall standards in writing are lower than other areas but the school has worked hard to identify what the issues are and is seeking to make improvements.
6. By the end of Key Stage 1, pupils' speaking and listening skills are good. They answer questions clearly and are confident in explaining the reasons for their answers when questioned by the class teacher. They read well with appropriate accuracy and fluency. Their writing is generally well formed and sentences punctuated appropriately. By the end of Key Stage 2, they ask and answer questions in a coherent manner. They develop their ideas thoughtfully and confidently and convey their opinions especially in their work in literacy sessions. They use their speaking skills well to support discussions in religious education in Year 2 and their history lessons in Year 1. They read and enjoy a suitable variety of books and know how to use information books efficiently to extract information. Their writing is clear and generally well presented and many make interesting vocabulary choices such as 'quiver' and 'vibration'.
7. In mathematics, pupils at the end of Key Stage 1 have a good knowledge of number and confidence in their number operations. They recognise that shapes can be categorised by the number of sides and

angles they possess. By the end of Key Stage 2, the majority of pupils can multiply whole numbers by ten and understand decimal notation. They understand co-ordinates and can plot these accurately. In science, by the end of Key Stage 1, pupils can describe scientific processes using correct terminology and recognise the effect of friction on a moving body. By the end of Key Stage 2, they note the different habitats of minibeasts and examine them carefully during the identification process. Attainment in religious education at the end of both key stages is satisfactory in relation to the expectations in the locally agreed syllabus. Pupils have a good knowledge of Christianity and are developing a sound understanding of other major beliefs. Good use is made of circle time to develop an understanding of the feelings of others and the importance of qualities like honesty, fairness and trust. Attainment in information technology is in line with expectations at both key stages.

8. Progress in some foundation subjects has deteriorated slightly since the last inspection. Progress in art, design and technology and physical education is satisfactory at both key stages. Progress in geography is sound at Key Stage 1 and unsatisfactory at Key Stage 2. Progress in history and in knowledge and understanding of art is unsatisfactory at both key stages. No judgements on progress in music could be made as only one lesson was seen.
9. Progress in English is good. Progress in mathematics and science is satisfactory across the school. However, pupils make better progress in Year 1 than in other year groups. In English, good use is made of the literacy hour to develop pupils' speaking and listening skills and they make good progress across the school. They become confident and articulate in a wide variety of situations. Regular, well-targeted guided reading within the literacy hour and reading, supported by the parents at home, enable pupils to make good progress. They become fluent, expressive readers who derive a good level of enjoyment from the activity. They steadily acquire skills in spelling, punctuation and grammar. Pupils make satisfactory progress in increasing the accuracy of their calculations and diversity of number operations in mathematics. Their agility in mental mathematics sessions develops well through regular class sessions. They learn to halve numbers accurately and improve their accuracy in calculating fractional parts of quantities. In science, pupils make good progress in their understanding of the functions of the human body such as digestion. Pupils' progress in developing information technology skills is satisfactory at both key stages. Youngest pupils develop techniques using the keyboard and mouse. Progress in religious education is satisfactory over each key stage. There is a lack of focus on developing pupils' understanding of religions other than Christianity. Pupils with special educational needs make satisfactory progress across both key stages in relation to their prior attainment.
10. Pupils at both key stages make sound progress in the investigating and making aspect of art, design and technology and physical education. Pupils in Key Stage 1 make sound progress in geography and unsatisfactory progress in history. At Key Stage 2, progress in history and geography is unsatisfactory. Knowledge of the work of artists and craftspeople, through art, is underdeveloped at both key stages. The teaching of some foundation subjects through a topic approach has led to a lack of focus on skills that are specific to the subject or a clear allocation of time. The school is aware of this and is in the process of addressing it through its school development plan. There was no noticeable variation in the attainment or progress of boys or girls. Pupils with special educational needs make satisfactory and sometimes good progress towards the targets set in their individual educational plans. Higher attaining pupils are challenged sufficiently well in the core subject of English, but less so in mathematics and science.
13. **Attitudes, behaviour and personal development**
11. Pupils' attitudes to learning are good and they enjoy their work, which makes a positive contribution to their attainment and progress. They are attentive, keen to answer questions and undertake tasks enthusiastically. Their powers of concentration are good and pupils persevere even when encountering difficulties. They take a pride in their work and are keen to succeed. Pupils work well together in lessons and help one another, for example in a physical education lesson, older ones helped younger ones to improve their hockey skills.
12. Behaviour is good overall. It is good in the classroom, in assembly and when moving around the school. Pupils are aware of the high standards of behaviour expected and respond well to discipline, which

creates an orderly environment conducive to learning. In the playground, behaviour is also good with all playing happily together. However, some pupils run around recklessly in the limited space available causing a potential hazard to others and behaviour is unsatisfactory when pupils are eating their lunch with very high noise levels. The school has had no exclusions in the past twelve months. There was no evidence of bullying but there is a good level of support and consideration of each other.

13. Relationships between pupils are good and they show respect for and listen to others. Relationships between pupils and staff are also good and pupils feel secure in their relationships with other adults, as well as being courteous and respectful.
14. Pupils' personal development is good. Pupils care for their local environment, keeping the school free of litter and also show respect for the school's resources and other people's property. Pupils willingly take on increasing responsibilities as they progress through the school, which contributes positively to their personal development. These range from tidying up their tables in the infant class, carrying out whole-classroom duties in the transition class and looking after Guss, the rat, as well as carrying out whole-school duties in the junior class. For example, the pupils in the Year 4/5/6 class clear the benches at lunchtime and keep the library tidy. All pupils take part in assemblies, discuss and agree class rules and some pupils organise stalls at the school fete as well as run the village sports day. However, there are limited opportunities for pupils to take responsibility for the organisation of their work.
15. Since the last inspection the good attitudes to learning, good behaviour and good relationships between pupils and pupils and staff have been maintained. Other aspects of personal development are now good.

18. **Attendance**

16. Attendance has improved since the last inspection. Attendance at 98.5 per cent is excellent and there is no unauthorised absence. Pupils arrive punctually and lessons begin on time. Pupils are very keen to come to school. These factors have a positive effect on attainment and progress. Registers are completed in accordance with statutory requirements. In the response to the parents' questionnaires, 95 per cent of parents felt their children liked school.

19.

19. **QUALITY OF EDUCATION PROVIDED**

19.

Teaching

17. Overall the quality of teaching is satisfactory. It is often good. It makes a positive contribution to the ethos of the school, the standards attained and the progress pupils make. Teaching is good in the under-fives and in Key Stage 1 and satisfactory overall in Key Stage 2. Throughout the school, the teaching was never less than satisfactory. It was good or better in 46 per cent of lessons and very good in seven per cent of lessons. Much of the good teaching and all of the very good teaching seen were in the Reception/Year 1 class. Good teaching was evident in English and there were also examples of good teaching in mathematics and physical education.
18. Teachers and support staff are hard working. They are committed to providing good quality learning experiences for the pupils in their care. There is an improvement in the quality of teaching since the last inspection when ten per cent of the teaching was found to be unsatisfactory.
19. The teacher's knowledge of the needs of children under five is good. She provides a good variety of activities to stimulate and involve them. Teachers' knowledge and understanding of the subject are almost always secure in English, mathematics and science. The good and very good progress seen in some lessons is, to some extent, due to teacher's own competence, for example in the Year 1 art lesson, the Year4/5 English lesson and the Year2/3 physical education lesson. Teachers' knowledge is unsatisfactory overall in some foundation subjects such as history and geography. Across the school, teachers make good use of vocabulary that is specific to the subject and effective questioning to meet the

objectives of the lesson.

20. Lesson plans for mathematics and English usually take good account of pupils who learn at different rates. They generally ensure a good level of challenge in the work that they provide for pupils in the core subjects, although the high attainers are sometimes insufficiently challenged in mathematics and science. Lessons are generally purposeful and there is a hard working atmosphere. Class teachers are sensitive to the needs of pupils and the good relationships established produce a calm and positive classroom atmosphere. Teachers place appropriate emphasis on accuracy and presentation but the objectives of the activities are not always clearly stated to the pupils and this leads to uncertainty about what they are expected to achieve. The expectations for the children under five are good; there is a good level of challenge in their work, which is appropriately targeted at their learning needs. However the classroom assistant is not always sufficiently briefed to provide a similar level of challenge.
21. Teachers' lesson plans are sound overall. Medium-term plans include lesson objectives and activities. The literacy and numeracy hours are planned according to the frameworks and clearly identify the structure of the lessons, the skills and concepts to be learned and a good quantity of activities for pupils who learn at different rates. Lesson plans for some subjects do not clearly state the lesson objectives or what different groups of pupils are expected to learn and these affect the progress pupils can make, especially the higher attainers. The planning for the children under five is detailed and provides a suitable variety of activities across the areas of learning.
22. Most teachers organise lessons well and provide a good variety of work. Lessons have a purposeful atmosphere and pupils respond well to this. There is generally a good balance between practical activity and teacher exposition. Teachers use questioning very effectively, particularly in the literacy sessions and in the Reception/Year 1 class, to develop pupils' knowledge and understanding and extend their thinking skills.
23. Relationships throughout the school are good and pupils are managed well. Teachers use praise well to motivate and encourage pupils in their work. In some classes, noticeably in Year 4/5, the teacher very effectively creates a secure and supportive working environment in which pupils are confident to experiment and take risks. All staff working with the children under five have very good relationships with the children and support their learning effectively.
24. In many lessons the pace is brisk, teachers are clear about their expectations and pupils respond appropriately. For example, in a music lesson in the Reception/Year 1 class, the children knew exactly what was expected, both in recognising the sounds the instruments made and in how they should be handled. The lesson, which lasted only twenty minutes, covered a lot of ground in terms of music teaching and learning. In some lessons the pace is slow. This is often when there is insufficient content to the lesson. Support staff make an effective contribution to the teaching although in some lessons they are insufficiently briefed to carry out their roles effectively and occasionally their time is not used well during whole-class introductory sessions. Resources are used well to support the lessons. This was particularly noticeable in the literacy and history sessions and was a strong characteristic of all lessons in the Reception/Year 1 class. For example, in Reception/Year 1, the old toys which were used so effectively to convey the concept of 'oldness' to the youngest pupils and the newspapers from the 1950s which Year 4/5 pupils used to make comparisons with present day newspapers.
25. Assessment information is used well to group pupils appropriately for English and mathematics at both key stages. Overall, teachers use on-going assessments satisfactorily to meet the needs of individuals and groups. Staff use questioning effectively as a tool for assessing pupils' understanding, and through regular interactions with groups during activities, monitor their understanding of the tasks. Marking is satisfactory in most classes but is not used well to focus pupils on areas for improvement. The teacher in the Reception/Year 1 class uses marking very well to praise, assess where children are at in their learning and to set targets for improvement. Pupils generally take their reading books home and learn spellings. In Reception/Year 1, pupils regularly take home their reading books, and many small tasks related to their work in school, to share with their parents. Parents contribute well to this work. Both class teachers and support assistants satisfactorily support pupils with special educational needs. In-class support is

provided and pupils' activities are appropriate for their needs. The provision of work for pupils who learn at different rates has improved since the last inspection with respect to English and mathematics. Targets identified in individual educational plans are used well to inform teaching strategies. Very good communication takes place between class teachers and the special needs co-ordinator and sheets for monitoring pupils are used well in this context.

28. **The curriculum and assessment**

26. The curriculum for the under fives and for both key stages is sound overall. It is generally balanced, except in geography, and broadly based. There are subject policies and schemes of work in all subjects, art and design and technology being recent additions to these. The school is continuing to develop the scheme of work for geography to ensure that the provision, particularly at Key Stage 2, is strengthened. The curriculum for pupils from Year 2 upward is enhanced by the provision of Italian lessons. This is supported by the school link with Tavernelle. The time allocated to English and science are above national averages and consequently less time is devoted to foundation subjects. The use of a two-year topic programme in each key stage however, ensures that these are covered satisfactorily. There is no scheme of work for personal and social and health education but this is addressed well through other subject areas and circle time. The results of this are evident in the good behaviour and quality of relationships in the school. The governing body has an appropriate policy for sex education and this is covered satisfactorily with pupils in Years 4, 5 and 6. Drugs education is interestingly addressed through drama workshops. Visits to places of interest like St Fagans, Gloucester Cathedral and Morfa Bay, and visitors who come into school to share interest and expertise, enhance the curriculum very well. Visits by actors, an author and a local cricketer are good examples of these. A number of special focus events like poetry and Tudor days are also very effective in supporting curricular provision. A very good range of extra-curricular activities, for example chess, dances, recorders, football and art supplements curricular provision very well. A good number of pupils attend the clubs on a regular basis. The curriculum meets statutory requirements and covers all subjects of the National Curriculum and religious education. The school has implemented the National Literacy Strategy and, more recently, the National Numeracy Strategy in accordance with published guidelines, and both are managed well. Standards have been maintained since the last inspection.

27. The school provides equality of access and opportunity for all pupils in most areas of the curriculum. A suitable range of work for pupils who learn at different rates is generally provided in English and mathematics and sometimes in science. Opportunities for the more able pupils are sometimes limited in these and the foundation subjects as all classes contain mixed ages of pupils and the size of class varies from 24 to 40. Year 6 pupils are withdrawn from the largest class every morning to cover English and mathematics, improving the opportunities for these pupils in these subjects. Pupils with special educational needs have access to all areas of the curriculum. The curriculum is effectively matched to their needs although this is not always reflected in teachers' planning.

28. Planning for progression and continuity is satisfactory for all pupils across the school. All teachers meet regularly to discuss planning with respect to pupils' progress and the integration of programmes of study with topics. This is more rigorously done for the core subjects. The teaching of history within a topic approach however, leads to a loss of emphasis on the specific historical elements. Continuity between the key stages is also adequately addressed. Schemes of work have been developed and this is an improvement since the last inspection.

29. Systems for assessing pupils' attainment are satisfactory overall and good for the under-fives. An assessment is undertaken when the children first start school and regular assessments are carried out throughout the year. Relevant on-going assessments are undertaken to chart their progress in writing, phonics and reading. All pupils undertake the standard assessment tasks at the end of Key Stages 1 and 2 and non-statutory tests in English and mathematics in Years 3, 4 and 5. These are analysed appropriately. Assessment procedures are good in English, satisfactory in mathematics and science, but more limited in the other subjects. Each pupil has a portfolio of work, which contains annotated samples in English, mathematics and science and samples of representative work in the other subjects. These are useful indicators of progress. Individual pupil assessment sheets have recently been introduced in

information technology in order to assess attainment. All teachers satisfactorily maintain individual records to support planning. Reports to parents are good and provide details of attainment and appropriate targets for improvement. Assessments in all subjects are recorded and passed on to the appropriate secondary school.

30. Overall, satisfactory use is made of assessment information to inform planning in the core subjects, although it is not used sufficiently well to challenge the higher attainers appropriately. Opportunities for assessment are not always formally documented in planning. The teacher of the under-fives makes good use of assessment information to inform planning, ensuring work is clearly targeted at children's needs. Standards have been maintained since the last inspection. The individual educational plans for pupils with special educational needs are monitored regularly, reviewed and updated appropriately and the identification and assessment of pupils is carried out satisfactorily. Assessment of pupils' progress follows the practices employed for mainstream pupils.

33. **Pupils' spiritual, moral, social and cultural development**

31. The provision for the spiritual, moral and social development is good and the provision for cultural development is satisfactory.

32. The good provision for pupils' spiritual development is achieved through assemblies, school services in the local church and Gloucester Cathedral, religious education and other lessons. In assemblies, quiet music and a focal point, for example, a lit candle, create a calm, peaceful atmosphere. Good opportunities are provided for reflection with pupils being encouraged to think about the deeper meaning of the stories they have heard and the prayers that have been said. Also spiritual awareness is enhanced by celebrating Christian festivals and holding end-of-term services in the local church and, for Year 6, attending the leavers' service in Gloucester Cathedral.

33. The school makes good provision for the moral development of its pupils who have a clear understanding of right and wrong. Moral values are promoted strongly in assemblies and through circle time when the class sits in a circle and discusses both moral and social issues. For example, classes discuss and agree their own class rules with emphasis on the reasons for the rules.

34. Good provision is made for pupils' social development. Pupils throughout the school are given responsibilities appropriate to their age, ranging from tidying up in the infant class to whole-class duties in the transition class and whole-school duties in the junior class. Good opportunities for social development are also provided through extra-curricular activities, residential visits and involvement in the community, for example, organising children's sports on Village Day.

35. Provision for cultural development is satisfactory overall. Pupils have good opportunities to appreciate their own cultural traditions through the good opportunities provided, which include theatre company workshops, visiting musicians and a Tudor Day where the whole school visited Acton Court. Links with schools in Tuscany and Finland and Italian lessons give an insight into the cultures of those countries. Additionally, the Indian dance music workshop and Tudor music give insights into the musical traditions of different cultures but overall opportunities for exploring the diverse cultures of modern Britain and the wider world are limited.

36. Since the last inspection, good provision for spiritual, moral and social development has been maintained, as has the satisfactory provision for cultural development.

39. **Support, guidance and pupils' welfare**

37. The school provides good support and guidance to pupils on their personal development and satisfactory support and guidance on their academic progress which, together with successfully promoting the general welfare and health of the pupils, have a beneficial effect on the quality of education provided. Pastoral

care is the responsibility of the class teachers who, together with classroom assistants, know their pupils well, are sensitive to their pupils' needs and thus are able to provide good personal support and guidance. The good relationships between pupils and staff encourage pupils to raise any concerns they may have and circle time offers a good opportunity for pupils to discuss issues related to personal development. There are good induction procedures for new entrants, which include opportunities for visits by parents and children and a useful booklet for parents to complete on their children's competencies. This not only gives them a good start in terms of settling into new routines but also gives the teacher a good starting point on which to base future monitoring.

38. Pupils are satisfactorily supported and guided on their academic progress in the junior and transition classes and well supported and guided in the infant class. The satisfactory level of support for the older pupils is the result of appropriate assessment procedures, day-to-day assessment and marking. In the infant class, pupils' academic progress is monitored well through regular half-termly assessments across the areas of learning for the under-fives and in the core subjects in Year 1. The teacher makes good use of day-to-day assessment and very good, informative marking.
39. Pupils with special educational needs are well supported by staff during lessons and at break and lunch times. Good liaison between all the people dealing with the pupils ensures that the targets highlighted in individual educational plans are adequately addressed. The provision is well co-ordinated and good links are maintained with outside agencies.
40. Procedures for promoting good behaviour are good and include involving pupils in discussing and agreeing class rules. Pupils are aware of the standards of behaviour expected and generally conform to them, which creates an orderly environment conducive to learning. There are good procedures in place to deal with issues of bullying.
41. Procedures for monitoring and promoting regular attendance are good. Also the school is very diligent about pupils' safety and if parents have not informed the school about their child's absence in the morning, then the school will contact the parents to establish the child's whereabouts.
42. Procedures and practices for child protection, health and safety are good. All staff are familiar with the school's procedures for child protection and are aware of their importance. There is good liaison with other agencies. Strong emphasis is placed on pupils' health and safety. Aspects of healthy living are delivered through the curriculum with outside support from the school nurse and talks by parents with appropriate expertise such as a mid-wife and a doctor. The Fire Service and Railtrack give talks on safety and pupils undertake training to improve their cycling. Health and safety procedures are good and the Governing Body's Site Committee carries out regular inspections of the premises and takes appropriate action. Also good use is made of risk assessment to address the potential hazards associated with a wide range of activities including art, food technology, sport and swimming.
43. Since the last inspection, good personal support and guidance and good health and safety procedures have been maintained. Procedures for supporting and guiding pupils in their academic progress are not good, as previously reported, but are nevertheless satisfactory. However, procedures for promoting good behaviour and regular attendance are both good.
46. **Partnership with parents and the community**
44. The school has established a good partnership with parents and a very good partnership with the community, which make a significant contribution to pupils' attainment, progress and personal development.
45. Parents find the school very approachable and are welcomed and encouraged to play an active part in the life of the school. For example, they were consulted on the home/school liaison policy and on the aims of the school and their views were taken into account.

46. Parents are well informed about the school through the prospectus, newsletters and frequent other correspondence and also well informed about the curriculum through meetings and advance notice of topics to be covered each term. However, the school has omitted to publish the rates of authorised and unauthorised absence in the annual governors' report and the school prospectus and information on the professional development undertaken by staff in the annual governors' report.
47. Parents are well informed about their children's progress through very well attended consultation evenings and good annual reports. The autumn term consultation evenings are particularly useful since parents are involved in discussing and agreeing targets for their children as well as being informed about their progress. Also there is a good relationship between parents and staff and parents are welcome to raise issues or concerns at other times.
48. The school makes appropriate arrangements to involve parents of children with special educational needs in the assessment and review of their child's progress. Normal day-to-day concerns are dealt with through the usual channels
49. Parents are closely involved in their children's learning through homework in the infant class, as indicated by the recent questionnaire to parents about spellings in Year 1. Elsewhere in the school, involvement in children's learning through homework is satisfactory. There is excellent parental help in the classroom and this, together with parents supporting their own children with homework, makes a significant contribution to pupils' attainment and progress.
50. There is good parental support on trips and visits and considerable, much valued help with projects, which help to enhance the school's environment. For example, parents have built a covered play area for the infant class, made new main gates, moved a shed to improve playground arrangements, planted a hedge, made story bags and redecorated the junior classroom. Also the health education curriculum is enhanced by talks from parents with relevant expertise. In addition, the parents' association (FOSSA) organises frequent social events and raises considerable funds for the school.
51. The very good partnership with the community includes very close links with the church, active participation in a wide range of local events and strong links with local primary schools. Links with the church make a significant contribution to pupils' spiritual awareness, knowledge of Christianity and personal development. The vicar leads assembly weekly, Christian festivals are celebrated and end-of-term services held in the church, including the leavers' service, which is organised and presented by the leavers. The church is also used as an educational resource. Involvement in local events is very wide ranging and includes running the children's sports on Village Day, participation in the Chipping Sodbury Festival, participation in local art, poetry, calendar competition and concerts. There are also strong links with local primary schools particularly through sport and chess. These links make a positive contribution to pupils' learning in a wide range of subjects as well as enhancing their personal development.
52. Since the last inspection, the very strong support from parents, good information to parents about the school and their children's progress and strong links with primary schools have been maintained. Links with the local community, particularly the local church are now very good.

55. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

55.

Leadership and management

53. The leadership and management of the school is good overall and this is similar to the findings of the last inspection report. The headteacher, supported ably by the deputy headteacher, gives clear educational direction to the work of the school. The implementation of the school's aims, values and policies is good and parents are very supportive of this. There is a good ethos in the school. The whole-

school staff work well together as a team to create a good working environment, with good relationships throughout the school community. The school provides an effective learning environment with a good emphasis on high achievement for its pupils and good opportunities for all.

54. All staff, but the headteacher and deputy headteacher in particular, carry out their considerable responsibilities conscientiously and effectively. This is evident in the effective implementation of the Literacy and Numeracy Strategies. The co-ordinator for special educational needs provides good leadership and support. There are good working relationships with governors. The governing body meets regularly to fulfil its statutory duties and very effectively supports the work of the school, both through its sub-committees and regular involvement in the work. Both established and newly appointed governors are keen to take on an active part in the life of the school and help it to continue to move forward.
55. The school has made satisfactory progress since the last inspection in addressing the key issues of improving standards in spelling and presentation, simplifying group work, monitoring policies into practice and developing more schemes of work. Good progress has been made in improving the accommodation, although there is still much to be done. This positive response, the good whole-team approach to new requirements, the commitment of governors and the newly appointed deputy headteacher, indicate that the school has a good capacity for improvement.
56. The support and monitoring of teaching and curriculum development is satisfactory within the constraints of a very small school and limited non-contact time. The school has recently introduced comprehensive procedures for classroom monitoring of the implementation of the literacy hour. The model used is good and the school plans to use it across the subjects of the curriculum. Classroom monitoring of the Numeracy Strategy has already begun. Good levels of communication across the school help staff share planning and evaluation of the curriculum and teaching both formally and informally. Subject co-ordinators support staff in planning work for specific areas of the curriculum through schemes of work, suggestions for activities and their own enthusiasm for the subject.
57. School development planning is good. The school development plan is thorough in addressing the priorities that have been identified. The format is clear and the priorities chosen are appropriate. Priorities are well costed to inform the budget planning process. It has realistic targets for raising attainment in English and mathematics over the next three years. The governing body, through its various committees, is appropriately involved in the implementation, monitoring and review of the plan throughout the year. It does not as yet have sufficient involvement in the early stages of its formulation. The school satisfactorily meets statutory requirements except for some minor omissions from the school prospectus and the annual governors' report.
58. The school and governing body have set up effective structures to ensure that the needs of the pupils with special educational needs are well met. The link governor for special educational needs has a sound working knowledge of the provision. The governing body is well informed about any changes in the provision and these are included in the governors' report to parents.
61. **Staffing, accommodation and learning resources**
59. Staffing, accommodation and learning resources are satisfactory overall. The school is adequately staffed with appropriately qualified teachers to meet the needs of the primary curriculum. All teachers have considerable experience. In this small school, responsibility for subject management can not completely match subject specialisms but where there is a mismatch, experience, attendance at relevant courses and individual interest of teachers ensures that all areas are covered at least satisfactorily. The individual strengths of teachers are used well and the use of the headteacher, providing literacy and mathematics teaching to Year 6 pupils from a mixed age class, enhances the pupils' curricular provision. The previous inspection report notes that the teaching staff are hard pressed to carry out all that is required of them and the school responded to this by increasing the hours worked by support staff. The time worked by support staff is now above the national average. Their qualifications and experience satisfactorily match the needs of the school curriculum. All staff work well together effectively enhancing educational

provision, although the role of the support staff is not fully developed to ensure the most effective use of their time. The school administrative assistant is effective in her support of the school. The lunchtime supervisors make sound contributions to school life. The hardworking caretaker ensures that the school is well maintained. The school is adequately staffed for special needs support and resource material is satisfactory, however the use of information technology in pupil support is underdeveloped.

60. The school's induction process is satisfactory and supportive for new staff, enabling them to be quickly assimilated into the life of the school. Where necessary, appropriate in-service training is provided in order to enable new teaching staff to fulfil their roles more effectively. Arrangements for the professional development of staff are satisfactory and well linked to the school's development plan. The dissemination of information gained on in-service training is generally satisfactory. This is effective in supporting the aims of the school as shown by the enhanced provision for special educational needs. Appraisal of staff is completed appropriately and the focus is related to the needs of the school and the individual.
61. The accommodation is unsatisfactory. The school occupies a site in a rural area and has use of a local playing field. The outside of the main building is in a satisfactory state of repair but a small number of windows are not watertight. The play areas around the school are small. There is no special outside play area for the under-fives but a canopy has recently been erected outside the temporary classrooms in order to provide shelter during inclement weather. The accommodation in most classrooms is cramped, as also is the staff room when used as a classroom for Year 6 lessons in English and mathematics. All classrooms have facilities for water and a sink or close access to these. The school benefits from some specialist accommodation in the form of a new design and technology room and a small food technology room. These are used well for small group work. The library is situated in one end of the small hall, as are the computers for the Year 4/5/6 class. This is extremely limiting, restricting the use of the library as a resource for pupils. The hall is too small to accommodate the large Year 4/5/6 class and physical education is provided for half the class at a time. A local pool is used well by the school for swimming lessons. A main central storage area is now provided in the design and technology room. This is an improvement since the last inspection. The school makes effective use of the corridors as display areas although the range of work displayed does not encompass all possible curricular areas.
62. Resources overall are satisfactory. The provision of books, materials and equipment in classrooms is good. Provision for the under-fives is generally good although there is a lack of large play apparatus. Resources to support learning in English, science, design and technology and religious education are good and have improved since the last inspection. Resources for information technology are sound and the hardware has been updated. Resources in the other curricular areas are sound. Resources generally have improved since the last inspection.
65. **The efficiency of the school**
63. The school's financial planning is sound. The governors are actively engaged in financial planning. The headteacher and the finance sub-committee investigate proposed expenditure prior to planning the budget together. The budget is approved by the whole governing body. The school's development plan covers two years, is well detailed and includes projected costs and evaluation procedures. Financial outgoing is kept strictly within prescribed limits whilst still being responsive to the immediate needs of the school. Since the last inspection, there has been careful development in the area of design and technology, for example. There is an increasing carry forward figure, which is planned to be spent on improving the accommodation.
64. Day-to-day financial administration is efficient. The number of hours worked by the administration assistant is well above the national average but this is to support the headteacher who has a high teaching commitment. The school has responded satisfactorily to suggestions made in the last audit report. There are effective systems in place for financial control. The finance committee receives termly budget updates and discusses any issues at their meetings with the headteacher. Information from these meetings is used to keep the whole governing body informed of the progress of budget expenditure. No formal evaluation of the effectiveness of spending decisions in terms of the quality of education or the provision of a balanced curriculum is built into the procedures. Review is covered to a limited extent during pre-

budget discussions. Funds available for pupils with special educational needs are used efficiently.

65. The school deploys its staff effectively. Classroom teachers are used efficiently and the headteacher has a regular teaching commitment each day. The number of hours worked by support staff is above the national average and is set to increase. Each of the three-mixed age classes will then have support. The role of the support assistants however, is still being developed and they are, as yet, not used effectively. Teaching staff job descriptions are of sound detail and ensure that there is clear delegation, clarification of roles and appropriate use of expertise. Most of the accommodation is used satisfactorily. However, the hall is used for physical education lessons, a library and a computer area for the Year 4/5/6 class. Consequently the library is under-utilised as a resource facility by other pupils. The design and technology room is also used well for peripatetic music lessons. The grassed area at the back of the school is unsatisfactory for ball games. Resources are generally used satisfactorily and storage has been improved since the last inspection. Staff, resources and accommodation are effectively deployed to enhance the quality of learning and progress of pupils with special educational needs.
66. Taking account of the pupils' attainment on entry, their good socio-economic background, the sound and sometimes good progress they make over time and the high unit costs per pupil compared with national averages, the school provides sound value for money. Standards have been maintained since the last inspection.

69. **PART B: CURRICULUM AREAS AND SUBJECTS**

69. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

67. Children start the school in the year in which they are five and attend on a full-time basis from the beginning of the autumn term. There are currently twelve under fives attending the school and they are integrated into the Year 1 class. From the results of baseline assessment on entry to school, attainment is mostly average with some above average. The indications are that these children are likely to exceed the nationally recommended learning outcomes in most areas of learning by the time they are five. Children with special educational needs make good progress across the areas of learning.
68. **Personal and social development:** The children behave well and are very attentive in whole-class sessions. They co-operate well with each other and share materials when playing with the train set or carrying out work in mathematics. They engage well in self-chosen tasks and are happy to plan these in advance. They clearly understand the rules and routines of their environment and respond well to them. In their music activities they are willing to wait their turn and when handling the old toys and books, they are extremely careful. They make good progress and by the age of five are on line to exceed the nationally recommended outcomes. The teaching is good and both the environment and the good relationships established contribute effectively to children's personal and social development.
69. **Language and literacy:** By the age of five, children's attainment is on line to exceed the nationally recommended outcomes. They are keen to talk about what they do and speak clearly and confidently. They have a good vocabulary and speak well in sentences or phrases. They listen to the class teacher with interest and good levels of concentration. They enjoy listening to the story of the 'Magic Pot' and are keen to find the letter 'P' in the writing. They develop their phonic skills well through the school's structured approach. They enjoy sharing books and talking about them and understand that print carries meaning. They sing known songs enthusiastically. In some writing tasks they write over or copy the teacher's writing, mostly with a good level of accuracy. When writing on their own, they write from left to right and most use a combination of letters, symbols and numbers. They form their letters correctly when they practise writing the letter sounds they have learnt. Progress is good. The teaching is good. Lessons are well planned by the teacher and the delivery is shared with the general assistant. Good use is made of the plenary to refocus on the lesson objectives.
70. **Mathematics:** By the time they are five, children's attainment in mathematics is on line to exceed the nationally recommended outcomes. They count to ten easily and understand the concept of one more. They make snakes of different lengths and use the terms 'longer' and 'shorter' appropriately. They know that when comparing the lengths of different objects the ends have to start at the same point. Progress within lessons, and overall, is good. Teaching is good. The teacher provides a good variety of activities to support the lesson content and makes very good use of questioning to develop children's knowledge and understanding.
71. **Knowledge and understanding of the world:** Children's knowledge and understanding of the world is good and exceeds recommendations. They recognise signs of 'oldness' in toys and in books. They describe the differences between old toys and their present day equivalents, for example, many of the present day toys are made of plastic whereas the old ones are made of lead. In their work on special things, they explain why some items are special to them. They know which senses they need for different activities and enjoyed using the 'Smelling Pots' to guess what was in them. They enjoy using the railway track and construct a railway line for their trains to move along. They make good progress. The teaching is good; the teacher has a good subject knowledge and uses a variety of very good resources to support the lessons
72. **Creative development:** Children's creative development is sound and meets recommendations. Children use the role-play area effectively as a café ensuring their customers are extremely well provided with drinks. They sing 'Everybody do this' with all the appropriate actions. In music sessions, they make good progress. They learn the names of percussion instruments and begin to recognise the distinctive

sounds they make. They attempt to keep a steady beat, not always successfully, whilst singing their songs. The children use paints effectively to create representations of themselves. They make sound progress overall. The teaching is good overall. The teacher manages the children very well to achieve good learning outcomes for the children in music. All lessons are planned well to develop pupils' creative ability.

73. **Physical development:** Children's physical development is sound and meets recommendations. There are currently some, but limited, opportunities for children to exercise outdoors in order to provide for their physical development. They ride on the tricycles competently, using space well. They push the wheelbarrows with a good sense of direction. Some children bounce, throw and catch balls with a good level of skill. They have sound control of simple tools and everyday equipment. They demonstrate good hand control when colouring within lines and practising writing the letter 'P'. They make satisfactory progress across this area of learning. Teaching is satisfactory overall. The outdoor lesson seen lacked a clear focus on the development of appropriate skill as the classroom assistant had insufficient guidance to support the lesson. Overall, the teacher provides a good selection of activities to support the development of children's manipulative skills.

76.

ENGLISH, MATHEMATICS AND SCIENCE

76.

English

74. Overall attainment in English has improved since the last inspection. In the national tests for seven-year-olds in 1998, the proportion of pupils reaching the average Level 2 in reading was well above the national average. The proportion of pupils achieving the higher Level 3 was below the national average. When compared to similar schools, the school is attaining high standards. Results in writing were well above the national average at the expected Level 2 but below at the higher Level 3. When compared to similar schools, attainment is above average. Over the three-year period 1996 to 1998, there is an upward trend in reading and writing standards. There are no significant differences between the attainment of boys and girls.
75. In the national tests for eleven-year-olds in 1998, the proportion of pupils reaching the average Level 4 was well above the national average. The proportion of pupils attaining the higher Level 5 was above the national average. In comparison with similar schools, attainment is above average at both levels. Over the three-year period 1996 to 1998, the results are variable but always above the national average. The above data on the national tests does not take into account the small cohort sizes of the school and the effect this has on the variability of the school's statistics from one year to another. There are no significant differences between the attainment of boys and girls.
76. The inspection findings show pupils' attainment in reading and writing to be above national expectations at both key stages although writing remains slightly lower than reading. Progress is good overall but pupils generally make better progress in Years 1 and 4 than in other years and this is related to the quality of teaching in these year groups.
77. Standards in speaking and listening are above expectations at both key stages. Pupils enter the school with satisfactory speaking and listening skills and they make good progress in developing these across the school. Throughout the school, pupils listen well to the teachers and each other during whole-class and small group sessions. Pupils in Year 1 respond well to their work on 'Polar Bear' and explain clearly what they might find in the book. By Years 2 and 3, pupils are confident speakers in a variety of situations. Most are able to recall details of the story of 'The Rainbow Fish' and explain the reasons for her actions. Most pupils can adapt their talk to the required purpose and listen with good levels of concentration. In the Year 4 and 5 class, they discuss the playscript of Peter Pan and explore and communicate ideas on the degrees of meaning indicated in the text. In class discussions and guided reading, they develop their ideas well and convey their opinions clearly. In their text work in Year 6, they develop their ideas thoughtfully as they explore the riddles in the opening scenes of Macbeth.

78. Standards in reading are above average at the end of both key stages. There are no significant differences between the attainment of boys and girls. Pupils make a good start to reading in Reception and Year 1. By Year 2, the higher ability pupils read confidently and with a good level of accuracy. Lower ability pupils read appropriately at their level using their phonic skills well. They talk about their favourite characters and why they find them appealing. They explain their reasons in simple terms. Many of the pupils enjoy the humour of the stories in the reading scheme. In Key Stage 2, pupils read with growing independence and increased fluency. They read a wider range of books for enjoyment and use the guided reading books within the literacy hour to develop specific skills and understanding. Pupils in Years 4 and 5 enjoy reading the play script of 'Eric the Viking' and read with fluency and expression. Some more able pupils in Year 6 compare and contrast the work of different authors. For example, one pupil compared the works of Mark Twain and Roald Dahl. She found Mark Twain's writing sad and formal and Roald Dahl's funny and exciting, 'he writes as if he is a child'. They select useful parts from texts and explain what they mean. Most pupils have a good understanding of how to find and extract information from non-fiction books quickly.
79. Pupils achieve satisfactory standards in writing at the end of both key stages. They make good progress in Year 1 and satisfactory progress as they move through the rest of the school. Evidence from both current and last year's work shows that pupils make good progress in their writing in Year 1 both in terms of accuracy and quantity of writing. They are given a suitable variety of writing experiences, both technical and creative, to develop their writing ability. Pupils at Key Stage 1 develop their writing ability through a variety of activities such as poems and stories and imaginative responses to stories they have read. By the end of the key stage, higher attaining pupils write imaginative stories using capital letters and full stops. Lower attaining pupils write simple but accurate sentences and sometimes write using the correct use of capital letters and full stops. Pupils in Years 3 and 4 improve their writing skills through increased use of speech marks and a variety of linking words. By the time they are eleven, pupils write stories of good quality using interesting vocabulary, which they use well to create an atmosphere. They know how to use inverted commas effectively for dialogue and understand the effect this has on paragraphing their work. Their handwriting is joined, well formed and their spelling of a wide variety of words is correct. Throughout the school, pupils develop their ability to spell through regular spelling homework, a structured spelling scheme and through the planned focus within the literacy hour. Standards of handwriting and presentation are generally good throughout the school, although there are some variations in the quality of presentation. This issue was commented on unfavourably in the last inspection. Pupils with special educational needs make satisfactory and sometimes good progress because there is a good level of support. Standards of literacy are good and literacy skills are used effectively across the curriculum, for example, in Year 1 they write about their visit to the church. Information technology is used effectively as a tool to support reading and writing skills.
80. Pupils enjoy their work in English and their response is almost always good. They listen well in lessons, are keen to take part in discussions and are well motivated to complete tasks. Behaviour in lessons is good and there are good relationships with their teacher and each other. They are keen to contribute and in Years 2 and 3, they use their phonic skills well to decode words. They are enthusiastic about their reading work in all sessions and join in discussions with confidence.
81. The quality of teaching in English at both key stages is good overall. It is never less than satisfactory. Of the lessons seen, 75 per cent were good or better. All teachers have secure knowledge of the subject and use the National Literacy Strategy well in order to provide work at appropriate levels for pupils who learn at different rates. Sometimes however, the objectives for the group work are not clearly stated or pupils are unsure about the tasks. This leads to a lack of clarity in terms of expected outcomes. Teachers plan lessons well and good use is made of the guided reading sessions to focus on developing reading skills. In some lessons, there is a good focus on the development of skills that are specific to the subject. Lessons generally have a brisk pace and learning resources are used well to support the lesson content. In all lessons, pupils are managed well and this contributes effectively to their learning. Teachers use questioning effectively to develop pupils' knowledge and understanding. In the very good lesson seen in Year 1, the teacher made extremely good use of questioning to focus on specific elements such as what they might expect to find in the story of 'Polar Bear'. Expectations are appropriate but not always high enough, both in terms of presentation or content. The teacher in Year 1 marks pupils' work well and

makes helpful comments to recognise achievement and identify areas for improvement. Marking is used less well across the rest of the school and does not set targets for improvement, which are shared with pupils. Parents make a good contribution to pupils' developing reading and spelling skills through an effective homework partnership.

82. The curriculum for English is based on the National Literacy Strategy, which the school has very successfully implemented through a structured, well considered process. There are good procedures in place for assessment and the school is now able to chart pupils' progress over time. Due to some concerns about writing, classroom observations have been undertaken by the co-ordinator and the whole staff will discuss her findings in order to address the issues. There is a good portfolio of moderated work, which has been agreed by the whole staff. This is very useful in setting levels and focusing on areas of weakness.

83. The co-ordinator has very successfully assisted staff in implementing the literacy hour and through a well-structured action plan, has ensured it is effectively in place. A literacy evening was held for parents to inform them of the literacy hour and its use in school. There are good resources to support literacy and a good level of texts in all classes for guided reading sessions. There is a small library within the school, which contains an appropriate number of books. However, this area also contains equipment for information technology which leaves little space for it to be used effectively as a library by groups or individuals. The use of the staff room for teaching the Year 6 group is limiting because of lack of space.

86. **Mathematics**

84. The attainment of pupils at the end of Key Stage 1 is above the national expectation. By the end of the key stage, most pupils have a good knowledge of the appropriate language of mathematics, are able to add and subtract numbers up to 20 with accuracy and identify numbers between ten and 100, understanding the relative sizes of these. They understand simple fractions and name the common two-dimensional shapes and three-dimensional solids, recognising symmetrical properties in plane shapes. At the beginning of Year 2, pupils of average and above average attainment recognise that shapes can be categorised, as in the lesson where pupils sort polygons by the number of sides and angles they possess. At the end of Key Stage 2, attainment is above the national expectation. By the end of the key stage, most pupils can add and subtract numbers, multiply whole numbers by ten and understand decimal notation. Able pupils can round numbers with two decimal places to one decimal place, as in the Year 6 lesson where a group of pupils were examining this concept with respect to measurement. Their knowledge of solids is extended and they understand how simple solids are constructed. They understand co-ordinates and can plot these accurately. The basic vocabulary related to probability is used and understood. Numeracy skills are used well to support learning across the curriculum and have been enhanced by the schools' emphasis on improving mental strategies. Attainment overall has improved since the last inspection.

85. In the Key Stage 1 national tests for 1998, the percentage of pupils reaching Level 2 or above, was above the national average, and the percentage of pupils reaching the higher Level 3 was close to the national average. In Key Stage 2 1998 national tests, the percentage of pupils reaching Level 4 or above was well above national figures, and the percentage of pupils reaching the higher level 5 was close to the national figures. Results overall are above national averages at both key stages, but below the figures for similar schools. The trend in results is generally upwards and there are no significant differences in the attainment of boys and girls at either key stage. The above data on the national tests does not take into account the small cohort sizes of the school and the effect this has on the variability of the school's statistics from one year to another.

86. Progress overall is satisfactory and has been maintained since the last inspection. In Key Stage 1, progress in lessons is always satisfactory, often good. Pupils learn to count, recognise numbers and add, as in Reception where they enjoy singing number songs. They build on this, gain experience of larger numbers in Year 1, and develop the concept of greater than and smaller than, as in the Year 1 lesson where pupils of average ability compare the lengths of snakes and measure items using non-standard units. Less able pupils count numbers of blocks up to ten and recognise the numbers that relate to these.

Progress in lessons in Key Stage 2 is mostly satisfactory, sometimes good. Pupils in Year 3 count in tens and able pupils in Year 4 complete sequences of numbers involving quarters. Pupils of average ability in Year 5 halve numbers accurately and higher attaining pupils calculate fractional parts of quantities. Pupils gain experience of investigative work throughout Key Stage 2, but the linking of investigations to early experience of algebra is underdeveloped. Higher attaining pupils do not always make good progress due to a lack of challenge in some of their work. Pupils with special educational needs make good progress related to their individual abilities in both key stages and attain appropriately. The use of information technology to support progress in the subject is limited.

87. Pupils' response at both key stages is good. Most pupils listen carefully to instructions and follow them appropriately. They are keen to answer questions in class discussions. Pupils settle down well to written work and take care with the completion of this. The presentation of work has improved since the last inspection. Concentration is maintained appropriately and equipment is used carefully. Relationships between pupils are good, as are relationships between pupils and all staff. Pupils collaborate well with each other during group work and behaviour is invariably good.

88. The quality of teaching at Key Stage 1 is always satisfactory and at the beginning of the key stage, invariably good. In Key Stage 2 it is satisfactory, sometimes good. Where teaching is good, planning is detailed and learning objectives are clear, teachers' expositions are clear and concise, questioning is wide-ranging and perceptive and the tasks set are challenging and appropriate for the variety of ages and abilities represented in the particular class. However, in some lessons, the tasks set for the higher attaining pupils are undemanding and they do not make the progress of which they are capable. Teachers' organisation, particularly important with mixed age classes, is invariably sound, often good. Resources are used well and those made by teachers are of good quality. Lessons are well paced and teachers work hard to support the range of ages and abilities in their classes. Praise is used appropriately by all teachers. The quality of marking of pupils' work is variable and ranges from satisfactory to very good. Sometimes there are insufficient constructive comments to aid the pupils in further development. The use of homework to support learning is variable. Opportunities are missed to applaud pupils' success and there are few examples of pupils' work displayed.

89. The curriculum complies with national guidelines and all attainment targets are addressed satisfactorily. Pupils in Year 6 are withdrawn from their mixed age class to have mathematics lessons with the headteacher and this well enhances their provision. Planned tasks generally show evidence of provision of work for pupils who learn at different rates but those for the higher attaining pupils are sometimes undemanding. Pupils are regularly assessed and the results are used effectively in forward planning. The subject co-ordinator monitors teachers' planning and the formal monitoring of the delivery of the curriculum is in hand. Accommodation is generally adequate but the use of the staff room for the Year 6 group is limiting because of lack of space. Resources are satisfactory.

92. **Science**

90. Pupils' attainment overall is above expectations at the end of both key stages. This is a good improvement since the last inspection. The attainment of pupils at the end of Key Stage 1 is above the national average. National assessment results in 1998 show that the percentage of pupils reaching the average Level 2 or above is well above the national average, but that the percentage of pupils reaching the higher Level 3 is below national figures. In comparison with similar schools, the results are well below average at the higher Level 3. There are no significant differences between the attainment of boys and girls. Assessments indicate that the area of Experimental and Investigative Science is less well done by the pupils than the other areas. By the end of the key stage, however, most pupils have sound experimental skills, gained through an adequate range of practical activities that stimulate their curiosity, and can describe processes using appropriate terminology. They examine forces and motion and recognise the effect of friction on a moving body, as in the lesson in Year 2 where pupils use slopes of differing materials to assess their effect on a moving toy car. The recording of simple electrical circuits that includes a light bulb is done accurately by most Year 2 pupils. At the end of Key Stage 2, attainment is above the national average. National test results for 1998 indicate that the percentage of pupils reaching Level 4 or above is well above the national average and that the proportion of pupils reaching

the higher Level 5 or above is not significantly different from the national average. In comparison with similar schools, the results are below average at the higher Level 5. Attainment over time remains steady. There are no significant differences between the attainment of boys and girls. By the end of the key stage, most pupils have gained a good depth of knowledge across the programmes of study and gained sufficient experience in experimental and investigative work. Pupils maintain their curiosity with regard to the subject, as displayed in a Year 6 lesson on invertebrates where pupils collect samples from the school grounds, noting their habitats and examine them carefully during the identification process.

91. Progress is good at Key Stage 1. It is more variable at Key Stage 2 due to the wide range of ability in the Year 4/5/6 class and the difficulty of providing sufficiently challenging work to meet the needs of all pupils. Pupils at the beginning of Year 1 have a clear understanding of their senses and relate this knowledge effectively to their work on living and non-living things, as in the lesson where pupils examined a good variety of both and spoke clearly about the differences. Pupils develop their investigative skills satisfactorily and are encouraged to make predictions before an experiment is done. For example, in the Year 3 lesson where they examined a variety of materials and noted their properties to determine which ones they thought would be best for use in a ski jacket. Their knowledge of plants and animals and their related processes develops well throughout the key stages and the school grounds, which are used as an effective resource, support learning in these areas. Pupils improve their knowledge of human biology as in Year 5 where the process of digestion is explored. They consider the life processes and develop a sound understanding of which aspects can effect these. Pupils with special educational needs make good progress related to their individual abilities and attain appropriately. The use of information technology to support progress is limited but is being developed both as an aid for research and for data collections.
92. Pupils' response overall is good. Most pupils listen carefully to instructions and follow them conscientiously. They are keen to answer questions in class discussions and sustain concentration appropriately, dependent on age and ability. Most are careful with written work and responsible with equipment. Pupils are most highly motivated during investigative activities and display real curiosity and a desire to learn. Relationships between pupils are good, as are relationships between pupils and both class teachers and support staff. Pupils collaborate well with each other when working in pairs and behaviour is good.
93. The quality of teaching at Key Stage 1 is satisfactory and often good and at Key Stage 2, always satisfactory. Where teaching is good, planning is detailed and linked to objectives, teachers' expositions are clear and concise, and questioning is challenging, encouraging pupils to think widely and to ask questions themselves. In general, pupils are well managed and the tasks set are interesting and demanding. However, in the Year 4,5,6 class, the tasks are not always sufficiently challenging, especially for the high attaining pupils. Teachers use resources imaginatively and advance pupils' understanding well through a good mix of investigations and practical work. Praise is used appropriately by most teachers and pupils' work is marked regularly, but the quality of the marking is variable. At its best, marking is accurate and identifies pupils' difficulties for further assistance, but sometimes it is superficial and less helpful.
94. The curriculum complies with national guidelines and there is now a satisfactory policy supported by a clear scheme of work. Investigative activities are well covered despite the restrictions of limited space. Planned tasks show some evidence of provision for pupils who learn at different rates but this is limited and the appropriateness of these to extend high attaining pupils is sometimes lacking. This has improved however since the last report. Assessment of pupils is satisfactory and is done through the national assessment and testing in Years 2 and 6. The school's assessment procedures are at present being re-assessed. The analysis of the results of national tests is undertaken appropriately. The monitoring of the delivery of the curriculum is to be further developed and pupils' records are satisfactorily maintained. Homework is not regularly used to support learning.
95. Staffing is appropriate for the effective delivery of the curriculum and there is sufficient expertise within the school. All staff plan and review together regularly, however, support staff are not always briefed on the role they have to undertake and are not used effectively. Accommodation is cramped, particularly in

the Years 4,5 and 6 classroom. Resources overall are good and these have improved since the last inspection.

98. OTHER SUBJECTS

Information technology

96. No lessons were observed during the inspection so all evidence was obtained from scrutiny of work, documents and interviews with staff and pupils. Pupils' attainment at the end of Key Stage 1 is in line with national expectations. By the end of the key stage, pupils understand that instructions can be given to the computer via the mouse and keyboard. Year 2 pupils realise the implications of control technology and use a geographical program to move a helicopter about a rainforest. They accurately word process short pieces of work as, for example, when writing to thank the parents for decorating the school cloakroom. They prepare simple drawings as when designing a car in design and technology. Attainment at the end of Key Stage 2 is in line with national expectations. By the end of the key stage, pupils' use of the keyboard is more confident. They use a variety of different fonts and colours, as for example when designing posters to advertise competitions and word process longer pieces of work accurately as when preparing a piece of writing on Old Sodbury, including scanned photographs within the written texts. Attainment has been maintained since the last inspection. Progress over time is satisfactory in both key stages.
97. Pupils interviewed have positive attitudes towards the subject. They clearly enjoy learning and appreciate the support of information technology in other areas of the curriculum, as for example when doing an analysis of the earthworm in science. Pupils work on computers at lunchtime and, when doing so, use them with care.
98. The information technology curriculum is broad and balanced and the subject is satisfactorily co-ordinated. A scheme of work and a policy document are now in place, and assessment procedures have recently been satisfactorily upgraded. Further development of teachers' skills is included in the current school development plan. There is good parent support in the form of the preparation of a network system, which will soon be complete. Resources are adequate for the delivery of the curriculum. The quality of the hardware is good. Opportunities are missed to applaud pupils' success and little of their work in information technology is displayed around the school. The school has Internet access and the support of information technology in other areas of the curriculum is developing satisfactorily.

101. Religious education

99. Two lessons in religious education were seen during the period of the inspection. A thorough scrutiny of pupils' work, teachers' planning and discussions with pupils at Key Stage 2 was undertaken. This evidence shows that progress in religious education is satisfactory at the end of both key stages. Standards are broadly in line with the requirements of the locally agreed syllabus and are similar to those reported in the last inspection. Pupils develop a good knowledge and understanding of Christianity and a sound knowledge of the practices of major world religions. Progress in the development of personal beliefs and values is good. Pupils with special educational needs make satisfactory progress.
100. In the Reception/Year1 lesson observed, the quality of teaching was good. Good use was made of the special things provided by the pupils to discuss why these were special to them. They listened well to each other and through this developed empathy and understanding of others. In the Year 2/3 lesson, the teacher effectively used stories of the creation to help pupils formulate ideas about creation and discussed with them how the stories may have evolved. Pupils, through their discussion groups, were given opportunities to reflect on their own thoughts, feelings and ideas about an African story of the creation. Discussions with pupils in Year 6 indicate that they have a good understanding of Christianity, its customs, practices and symbolism. They know that Christians worship in church, that it is a holy place. They can name the important features of churches. They know Christians pray in church and Jews worship in the synagogue They know some of the customs and practices of other religions but sometimes become confused as to which religion the customs and practices belong. The evidence from last year's work shows that pupils in Years 4 and 5 made very good use of the parables of Jesus to write about them from different points of view. For example, some told the story of Jesus calming the storm from Peter's

point of view.

101. There is appropriate planning in place for the subject following the locally agreed syllabus. However, a greater emphasis on the world religions to be studied would overcome some of the pupils' confusion. There are no records of pupils' competence in the subject and therefore there is no information to enable teachers to target the lessons clearly to pupils of different attainments.
102. Resources for religious education are good and the school makes good use of the local church and other places of worship, such as the Synagogue, to support the development of religious education.

Art

103. Only one art lesson was seen during the inspection period. However, evidence from this, together with a scrutiny of planning and discussions with pupils, indicate that overall, pupils in both key stages, including those with special educational needs, make satisfactory progress in their understanding and making skills. However, they make unsatisfactory progress in their knowledge and understanding of the work of artists and craftspeople.
104. Pupils in Year 1 make a good start to their artwork through well-planned activities covering both strands of the art curriculum. Through a study of the work of Arcimboldo, they learn that some artists use fruit and vegetables to create portraits. They create their own pictures of animals and people using natural materials. They sort and select the materials appropriate to the task and record their ideas confidently.
105. Discussions with pupils in Year 3 indicates they know how to mix paints to create pictures, for example, using shades of green to create a forest. They used photographs they had taken of Old Sodbury and created their own pictures using the photographs as a guide. They know that different grades of paintbrushes give different effects and know when to use them appropriately. They used cross-stitch when sewing a Christmas tree design and have used collage materials to make Viking boats. Pupils in Year 6 have used clay, collage materials, sewing and paper to make artefacts such as Viking writing tablets and Piñatas. They make sketches from photographs in order to create a calendar for the Badminton art competition. They know how to use a variety of techniques to create different effects in their work using colour mixing, paintbrushes, pastels and charcoal. They have very limited, if any, understanding of the work of artists, their intentions or their styles. Good use is made of display in the youngest class to celebrate their work.
106. There is now a knowledgeable co-ordinator who has put in place a comprehensive scheme of work to ensure progress in pupils' skills, knowledge and understanding of art. There was no scheme of work in place at the last inspection so this is a good improvement. Some good initiatives such as the Art Club and participation in art competitions effectively support the curriculum.
109. **Design and technology**
107. The progress of pupils overall across the school is satisfactory. Pupils at the beginning of Key Stage 1 are well aware of the stages of plan, do and review. Pupils in Year 1 make their own choice of sandwiches and satisfactorily complete evaluation sheets of the product after eating them. Pupils in Year 2 begin to gain a sound appreciation of different systems of moving parts and examine toy cars and trucks, noting which have fixed axles and which have moving ones before designing their own in Lego. Older pupils use the support of information technology to satisfactorily design cars and make boats. Pupils test the latter for effectiveness in a paddling pool and evaluate their designs. Pupils' progress is well supported by a visit from the technology bus where greenhouses and their systems are produced and compared, well developing pupils' skills. Progress overall is enhanced through the use of a new technology room and food technology room which are suitable for small group work. Parents, providing voluntary support, are effectively used to help in these areas. Pupils with special educational needs make sound progress relative to their abilities.

108. During the one small group session observed during the inspection, pupils responded well. They displayed interest and maintained concentration throughout. They put effort into their work, behaved well and enjoyed the lesson.
109. No judgement on the teaching of design and technology can be made, as little was observed during the inspection, however, teachers' planning is sound, sometimes good.
110. There is an appropriate subject policy and scheme of work now in place. This has been done since the last inspection. The subject is satisfactorily integrated into other curricular areas and supports progress there, as for example the clay lamps in history and European meals in geography. The assessment process is limited and confined to a small sample of work in pupils' portfolios and some photographic evidence. Resources have been substantially improved since the last inspection and are now good. The new technology room and storage facilities improve the overall accommodation but the Year 4/5/6 classroom is an unsatisfactory working area for this large group.

113. **Geography**

111. The pupils' progress in geography is unsatisfactory overall. Progress in Key Stage 1 is satisfactory. At the beginning of Key Stage 1, pupils develop an understanding of the use of symbols to represent features on a plan. Pupils in Year 1 consider their journeys to school and draw simple plans of these. Pupils develop appropriate geographical language and observational skills through a sound investigation of their own locality. Local links are well used to support progress in this context, for example the local estate agents. Pupils in Year 2 use descriptions of holidays to consider the effect on a country's weather of its position on the globe. The use of a school toy bear who travels with a variety of Year 2 and 3 pupils and writes a diary of the locality, inspires the pupils and encourages personal input from pupils of varying abilities. Pupils with special educational needs make satisfactory progress in this key stage. Pupils, including those with special educational needs, make unsatisfactory progress in Key Stage 2. They continue their local studies to an appropriate depth as in Year 4/5/6, when the pupils consider changes to Old Sodbury. There is little evidence of pupils studying contrasting localities or carrying out thematic studies on aspects such as the weather or environmental change. The development of geographical skills overall is unsatisfactory. Standards have not been maintained since the last inspection.
112. Pupils' attitude to work in the one lesson observed was satisfactory. They maintained concentration appropriately and many were keen to answer questions in the class discussion, contributing sensibly when doing so. Relationships in the classroom were good and pupils behaved well. Pupils in general take reasonable care with written work and diagrams.
113. Only one lesson of geography was observed during the inspection so no judgement on the quality of teaching overall can be made, however the planning seen is sound.
114. The school does not place sufficient emphasis on geography and the curricular content contains satisfactory breadth but lacks balance because of the limited time given to thematic studies or the study of contrasting localities. The assessment of pupils' learning is recorded but in limited detail. Resources have been supplemented since the last inspection and are adequate. The use of information technology to support learning is developing satisfactorily.

117. **History**

115. Only two lessons were seen during the inspection period, however, evidence from this, together with discussions with pupils, scrutiny of their previous work and teachers' planning, indicate that pupils achieve unsatisfactory standards across the school. Pupils' progress is unsatisfactory in both key stages. The current scheme of work gives insufficient guidance to teachers on the appropriate development of skills and knowledge. Learning is fragmented and does not effectively build on earlier work or

experience.

116. Pupils in Year 1 make a good start to history. Through a good lesson on the study of toys, they very quickly develop a clear understanding of the concept of old and new. They describe some of the characteristics of old toys. For example, the old straw filled teddy and the new plastic toys. They are beginning to develop a sense of chronology through the time lines for humans starting at birth. In Years 2 and 3 they study the Vikings but written work does not reflect that they have a basic understanding of the period. They develop their sense of chronology through making their own family trees. In the lesson at Key Stage 2, pupils use a variety of sources of evidence to begin their study of the social history of the 1950s. The oldest pupils compare and contrast newspapers of the 1950s and 1990s. They select and record the relevant information. Pupils in Year 4 carry out simple then and now comparisons of television programmes.

117. Discussions with pupils in Year 6 indicate that they have some knowledge and understanding of the Vikings and their way of life. They remember that there is evidence that the Vikings, and not Christopher Columbus, discovered America, which they called Vinland because there was a lot of grapes there. They know that we learn about the past through a variety of sources such as the work of archaeologists, evidence from people's diaries and the caveman paintings. Through their study of the Tudors, they know the names of the Tudor kings, some pieces of information related to their way of life and the construction of their houses. A well-organised whole-school visit to Acton Court to re-enact the visit of Henry VIII was used by the school to support work carried out in this area of study. However, there is little evidence, either in their written work or verbal responses, that they have gained a good understanding of an historical period, can make deductions or provide reasons for why events occur. Evidence from the limited written work across the school indicates unsatisfactory development in pupils' skills and a lack of continuity in learning. The scheme of work currently in place is not sufficiently detailed to support staff in effectively teaching the subject and much of the specific historical elements are lost through the topic approach. The school is aware of this weakness and plans to use a published scheme of work for history and to teach it specifically as a subject.

120. **Music**

118. Only one lesson was seen in music at Key Stage 1 during the inspection. There is therefore insufficient evidence to make an overall judgement on standards and progress in music. However, evidence from teachers' planning and pupils' response to music both in assemblies, peripatetic music lessons and recorder clubs, indicate that it is covered in an appropriate manner.

119. In the one lesson seen the teaching was good. The pupils in this youngest class know the names of particular instruments and the sounds they make. They use them sensibly to keep a steady beat during their singing. They clap simple rhythms successfully. In whole-school assemblies, effective use is made of music to discuss the instruments used. Pupils enjoy singing and sing 'Sing Hosanna' enthusiastically.

120. A good number of pupils in the school benefit from the peripatetic music provision. They are learning to play instruments such as the clarinet, flute and guitar and make good progress in making their own musical compositions.

121. There is a good published scheme of work in place for music, which supports teachers well and the school makes good use of the music support teacher to work with the older pupils to develop their music skills. There is good provision for music through a wide variety of activities such as Recorder Clubs, a Recorder Day at the local secondary school, Christmas musical productions and the school's lunchtime concert in the Town Hall.

124. **Physical education**

122. As reported in the last inspection the limitations of the school accommodation remain a handicap in the

development of the school's physical education curriculum. It particularly inhibits the older pupils by confining their movements in the gymnastics lessons which take place in the hall. However, pupils achieve the standards expected at both key stages and make satisfactory progress across the school. Pupils develop appropriate levels of agility and co-ordination in games and gymnastics and good levels of confidence and competence in their swimming. No dance lessons were seen during the inspection although dance is part of the planned curriculum.

123. In the Year 2/3 lesson observed during the inspection, the very good, clear instructions given by the teacher enabled the pupils to develop the basic hockey skills of carrying the stick correctly, transferring it to the playing position and dribbling effectively. In the Year 4/5/6 lesson at Yate Leisure Centre, the teaching of swimming was good. The pupils were supported well in small groups and were given good quality instruction, both by the class teacher and the instructors, appropriately directed at their level of expertise. There was good development in pupils' swimming skills and confidence in the water over the course of the lesson. In the Year 6 lesson seen, pupils made sound gains in their ability to practise, perform and evaluate a sequence of activities both individually and with a partner in their gymnastics lesson. Some pupils made good progress especially when working with a partner. The teacher provided good, clear explanations of the task but was less effective in ensuring that pupils were always sensible in their use of apparatus.
124. There is a good scheme of work in place for physical education and the school continues to enhance pupils' physical education skills and broaden their interests through extra-curricular activities such as quick cricket, mini rugby and an annual outdoor activity week organised for Year 6.

127. **PART C: INSPECTION DATA**

127. **SUMMARY OF INSPECTION EVIDENCE**

125. The inspection was carried out by a team of three inspectors, including one lay inspector. Before the inspection a meeting was held for parents to discuss their views on various aspects of school life - 15 parents attended. An analysis was made of 29 questionnaires completed by the parents. During the course of the inspection the team observed 27 lessons. The total amount of time spent in lesson observations was 17 hours. In addition, inspectors attended whole-school assemblies, observed registration periods and heard pupils read in each year group. Pupils' behaviour in and around the school was observed. Inspectors spoke with pupils about their work. Discussions were held with the governing body, the headteacher and other teaching and non-teaching staff. The team scrutinised school documentation, financial information, minutes of meetings, curriculum policy documents, the previous inspection report, the teachers' plans, pupils' records, reports to parents and attendance records. The work of a representative sample of pupils from each year group was scrutinised. In addition, formal and informal discussions with pupils took place both in and out of lessons.

128. **DATA AND INDICATORS**

128. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	91	1	24	10
Nursery Unit/School	0	0	0	0

128. **Teachers and classes**

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	4
Number of pupils per qualified teacher:	21.22

128. **Education support staff (YR – Y6)**

Total number of education support staff:	2
Total aggregate hours worked each week:	50

128. **Financial data**

Financial year:	1998/99
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	£
Total Income	178079
Total Expenditure	170944
Expenditure per pupil	1987
Balance brought forward from previous year	27018
Balance carried forward to next year	34153

128. **PARENTAL SURVEY**

Number of questionnaires sent out:	60
Number of questionnaires returned:	29

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	66	37	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	52	48	0	0	0
The school handles complaints from parents well	32	28	32	0	0
The school gives me a clear understanding of what is taught	41	35	24	0	0
The school keeps me well informed about my child(ren)'s progress	38	38	21	0	0
The school enables my child(ren) to achieve a good standard of work	55	42	0	3	0
The school encourages children to get involved in more than just their daily lessons	73	24	3	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	38	52	0	10	0
The school's values and attitudes have a positive effect on my child(ren)	59	41	0	0	0
The school achieves high standards of good behaviour	62	38	0	0	0
My child(ren) like(s) school	62	32	3	3	0

128. **Other issues raised by parents**

One parent raised the issue of bullying and another the issue of insufficient homework.

The inspection team did not find any evidence of bullying in the school. The provision of homework is variable