

# INSPECTION REPORT

Reporting inspector: Mr. Keith  
Richard Simmonds  
3238

Dates of inspection: 30 November  
– 2 December 1999

## **Hawkesbury CE VC Primary School**

Hawkesbury Upton

LEA Area: South Gloucestershire

Unique Reference Number: 109161

Inspection Number: 1807022

Head-Teacher: Mr. F. R. Marshall

Under OFSTED contract number: 708247

Inspection carried out under Section 10 of the School Inspections Act 1996



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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
Type of control:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	High Street Hawkesbury Upton Nr. Badminton South Gloucestershire GL9 1AU
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. S. Hope
Date of previous inspection:	21 – 23 February 1996

## **INFORMATION ABOUT THE INSPECTION TEAM**

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr. Keith Richard Simmonds, RgI	Mathematics Science Information Communications Technology (ICT) Design and Technology Equal Opportunities	Attainment and progress Teaching The curriculum and assessment Leadership and management Efficiency of the school Attitudes, behaviour and personal development Attendance Pupils' spiritual, moral, social and cultural development Partnership with parents and the community
Mrs. Deborah Clarke, Lay Inspector		
Mr. Michael Pearce	Art	
	Geography Music Physical Education Areas of learning for children under five	Support, guidance and pupils' welfare
Mrs. Lillian Weatherley	English History Religious Education English as a second language Special Educational Needs	Staffing, accommodation and learning resources

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## **MAIN FINDINGS**

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

- Strong focus on improving pupils attainment in English, mathematics and science, rising standards in both key stage 1 and 2.
- Music is a strength of the school.
- Effective support and development of pupils with special educational needs, they make good progress.
- Pupils' willingness and attitude to learning is good.

- Pupil relationships are a strength of the school; all adults set good role models.
- Effective teaching has a positive impact upon pupils' attainment and progress.
- Good use of specialist teaching expertise in science and music.
- Very good standards of moral and social education. Pupils are confident and speak very well.
- Pupils' behaviour is of a high quality; good respect is shown to others.
- Good parental relationships, pupils are pastorally well known.
- Good pupil induction and transfer arrangements.
- The school's involvement with its community is a strength.
- Energetic and creative leadership.
- All staff are hardworking and committed to the school's improvement.

#### **Where the school has weaknesses**

In providing sufficient opportunities for extended writing of different genres and subject contexts other than English.

In consistently informing pupils and parents of what the pupils need to do next to improve.

In ensuring that the school's clear systems for monitoring and evaluation are consistently used to identify weaknesses and secure improvement.

In the provision of appropriate structured play accommodation and experience for the children who are under five.

**Hawkesbury Primary School has made satisfactory progress since the last inspection and many aspects of the school's work are good; its strengths outweigh its weaknesses. *The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.***

#### **How the school has improved since the last inspection**

The school has made satisfactory improvement since the last inspection of March 1996. Most of the issues identified in the previous report have been effectively addressed. As a result of this well planned development, there has been an overall improvement in the English, mathematics and science standards of key stage 1 and 2.

Teaching time has been effectively increased and is efficiently used. Subject knowledge and understanding is improved and specialist teaching is effective in science and music, all subjects are at least satisfactory. The good developments in the long-term planning have had a positive impact upon standards. Assessment systems are more rigorous and effectively track progress but the information is not always used to set out what pupils need to do next to further improve. The professional development of teachers, as in literacy and numeracy has had a positive impact upon the standards of pupils' attainment and progress. Good use has been made of the school development plan as a tool for improvement. The school's capacity to evaluate its effectiveness has improved but the role of co-ordinators in monitoring requires a sharper focus. The school is well placed to continue its improvement.

#### **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:



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

Children under five make a good start to school. By the time they are five most children attain the expected levels (Desirable Learning Outcomes) for their age. The table shows that in the 1999 national assessments, the standards achieved by 11 year olds were well above average in English and science and above average in mathematics. When compared to similar schools these standards are at least in line, as in mathematics and well above in English and science. The inspection finds that the standards achieved by 11 year olds in English, mathematics and science are mostly above those normally found in pupils of this age. Over time the school's statistical data indicates an improvement in all subjects, though its small size means there are significant variations from year to year. In key stage 1 standards in 1999 for reading, writing and mathematics are broadly average, though all pupils capable of attaining the expectation for their age did so. Again overtime there has been steady improvement. Pupils' overall progress is generally good but is particularly high in years 3 and 4 where effective teaching consistently challenges and interests the pupils. Standards and progress in music are high and by year 6 many pupils exceed the expected levels for their age. Pupils with special educational needs receive well-focused support and make good progress.

### Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Satisfactory
Mathematics	Good	Satisfactory	Good
Science	N/a	Satisfactory	Good
Information technology	N/a	Satisfactory	Satisfactory
Religious education	N/a	Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

The teaching in the school is effective and often of a good quality, particularly in years R, 3 and 4 though examples of good teaching were seen in most years. The quality evident at the last inspection has been well maintained and the teaching has a positive impact upon all pupils' attainment and progress. In 95% of what was seen the quality of teaching ranged between satisfactory, good and very good. In 44% of the lessons it was good or better and in 5% of the lessons it was very good. A small amount of unsatisfactory teaching, 5%, was seen in year 6. Teaching of pupils with special educational needs is good.

The best teaching sets high expectations, capturing the pupils interest with real and demanding tasks, as in year 3. Perceptive questioning as in a specialist science lesson on light, is well used to challenge pupils' thinking and develop their ideas. Praise is well used to encourage pupils' confidence and celebrate their achievements, particularly in the teaching of pupils with special educational needs. The good quality of relationships between adults and pupils, in most lessons, ensures that the teachers' management of behaviour and lesson organisation leads to usually good progress. A number of otherwise satisfactory lessons in both key stages 1 and 2 can have an insufficient pace of activity to ensure effective progress. With the teacher not setting sufficiently high expectations for the most able.

Where occasional lessons become unsatisfactory, as in years 5 and 6, there can be less attention than usual to the setting of clear expectations for the pupils' work and tasks may either be too difficult or easy. As a result the pupils are not always fully engaged in learning and the organisation of the lesson insufficiently promotes progress.

*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	Very good. Pupils behave very well in lessons and around the school. They have an excellent attitude to learning and show good respect to others.
Attendance	Very good. Attendance is above the national average and punctuality to school is good. Lessons start promptly.
Ethos*	Very good. The school is a welcoming and caring community. Relationships are excellent. Pupils are valued and all adults provide very good role models. There is a strong commitment by all staff and governors to improvement.
Leadership and management	Satisfactory. There is clear educational direction and purpose. Governors are well aware of the school's strengths and weaknesses. The school's capacity to evaluate its effectiveness has improved, though weaknesses still exist in assessment and in the focus of monitoring and evaluation.
Curriculum	Good. Often interesting and stimulating. Strong emphasis on literacy, numeracy. Requirements of the National Curriculum are met. Extra-curricular activities enrich the pupils' experience. Though the teachers' knowledge and recording of pupils' achievements are good, weaknesses exist in the setting of targets and expectations for individual pupils.
Children with special educational needs	Good. Statutory requirements are met. Pupils benefit from well-focused and interesting work. Parents are kept well informed and pupils individual education plan targets are effectively monitored and reviewed.
Spiritual, moral, social and cultural development	Very good. Spiritual development is a consistent aspect of many lessons. Pupils are confident in expressing their beliefs and respecting the beliefs of others. Moral and social development is a strength. Pupils respect the school rules and the needs of each other. Cultural development is good.
Staffing, resources and accommodation	Good overall. There are sufficient, well qualified teachers and support staff for the school's needs. Resources are of a generally good quality and sufficient for the pupils' needs and well used in many lessons. The accommodation has been effectively improved and is very well used; though there is no provision for under five's outdoor play.
Value for money	Good. The school progressively adds value as pupils move through key stages 1 and 2. There have been satisfactory improvements and the overall quality of education provided is good.

*\*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

- Pupils are encouraged to be confident and independent.
- All staff are very supportive of the children's needs.
- The school is welcoming and parents play an

### What some parents are not happy about

- The quality of information in the annual reports.
- The time of the school day

active part in its life.

- It is easy to approach and supportive of children's problems.
- The extra-curricular activities, the community links and school performances.
- Most children like school.

Most parents are supportive of the school and have considerable confidence in it. Inspectors' judgements support the parents' confidence. Information in the annual reports can be insufficiently evaluative of what the pupil has achieved and must do next to improve. The length of the school day is appropriate and broadly comparable to the national average for the type of school. Its timing is more related to the needs of transport and other schools in the area. The school is conscious of parental views and needs, and seeks to continually improve its links with parents.

## **KEY ISSUES FOR ACTION**

To raise further the standards of work and quality of provision the governors, headteacher and staff should:

### **implement a more planned approach to extended writing by:**

matching appropriate writing opportunities to subject need;  
ensuring that pupils write in a wider range of subject contexts and genres;

*(Refer to paragraphs: 7, 11, 13, 22, 27, 86, 88, 89, 106, 108, 113, 116, 117, 136, 138)*

### **improve the system of pupil target setting and report writing by:**

involving pupils and parents in the setting of personal targets and expectations for progress;  
ensuring that comments in the pupils' annual reports are evaluative of what they know and can do and set out what has to be done next to further improve;

*(Refer to paragraphs: 26, 36, 38, 48, 51, 88, 94, 99, 105, 109, 113, 118, 124, 134, 139)*

### **improve the school's ability for self-evaluation by:**

continuing the improvement of the school development plan and staff and governor consultation;  
enhancing the subject co-ordinators role in judging standards and analysing subject performance;  
implementing a more formal cycle of performance monitoring and evaluation reporting to the governing body.

*(Refer to paragraphs: 30, 56, 58, 59, 69, 90, 100, 105, 110, 114, 119, 124, 134)*

### **provide appropriate and secure outdoor play space for children who are under five.**

*(Refer to paragraphs: 6, 28, 65, 71, 74, 75, 81)*

## **INTRODUCTION**

### **Characteristics of the school**

1. Hawkesbury CE VC Primary School is situated in the village of Hawkesbury Upton near Badminton in South Gloucestershire. The school serves the established village community and the surrounding mainly rural area. The school is popular and a significant number of parents, based upon its good reputation, choose to place their children in its care. Currently 126 pupils are on roll and the school is almost the same size, as at the last inspection. Few pupils are drawn from minority ethnic groups, reflecting the area served by the school. Nearly all children experience pre-school education, either at the village playgroup, which has excellent relationships with the school, or at other local playgroups and nurseries. Both the school's baseline assessment and subsequent standardised test data indicates that, though there is a full range of ability, the pupil cohort is biased to the average ability band. The number of pupils with special educational needs is below the national average, though higher than at the first inspection. There is currently one pupil in receipt of a statement of special educational need.
2. Pupils come from a broad mix of social backgrounds, though most are well cared for and parental support of the school is strong. Parents regularly work in the school and expectations of the school are high. The school has a clearly expressed set of aims and beliefs, which promote appropriate attitudes, values and behaviour in all pupils. These aims and beliefs are supported by a clear governors' curriculum policy, which gives appropriate emphasis to all pupils' spiritual, moral, social, cultural and physical development together with the subjects of the National Curriculum. Pupils benefit from the strong ethos that supports the purposeful learning environment and the school's commitment to high attainment and continued improvement.
3. School improvement is informed by a two year school development plan. Current priority in the school development plan is being given to the implementation of the National Literacy and Numeracy Strategies, National Grid for Learning developments in information technology and curriculum monitoring.

**Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	9	16	25

<b>National Curriculum Test/Task</b>		Reading	Writing	Mathematics
<b>Results</b>				
Number of pupils at NC Level 2 or above	Boys	7	7	8
	Girls	14	14	15
	Total	21	21	23
Percentage at NC Level 2 or above	School	84(67)	84(81)	92(90)
	National	82 (80)	83 (81)	86 (84)

<b>Teacher Assessments</b>		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	6	8
	Girls	14	14	15
	Total	21	20	23
Percentage at NC Level 2 or above	School	84(76)	80(90)	92(90)
	National	- (81)	- (85)	- (86)

.....  
<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

**Attainment at Key Stage 2<sup>2</sup>**

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	11	6	17

<b>National Curriculum Test</b>		English	Mathematics	Science
<b>Results</b>				
Number of pupils at NC Level 4 or above	Boys	10	10	11
	Girls	5	4	5
	Total	15	14	16
Percentage at NC Level 4 or above	School	88(67)	82(67)	94(67)
	National	70 (65)	68 (59)	78 (69)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	10	11
	Girls	5	4	5
	Total	15	14	16
Percentage at NC Level 4 or above	School	88(67)	82(67)	94(75)
	National	68 (65)	69 (65)	75 (72)

.....  
<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.6
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

### Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:	Fixed period	Number
	Permanent	0
		0

### Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	4.9
	Satisfactory or better	95.1
	Less than satisfactory	4.9

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

4. At entry, pupils' attainment is mostly average for their age. The school's test information indicates that, though there is a full range of ability, the pupil cohort is biased to the average ability band. The number of pupils receiving special educational needs support is below the national average, though the proportion, in each small year group, is higher than at the last inspection.
5. The numbers of pupils taking the 1999 national tests for 11 and 7 year olds were relatively small therefore the reliability of comparisons with all other schools and similar schools is limited. Similarly the school's small year groups make it difficult to determine an accurate trend over time, with significant variations in pupil ability being evident from year to year. When compared to all schools nationally and to similar schools, the standards achieved by 11 year olds in the 1999 national assessments were well above average in English and science and above average in mathematics. All pupils capable of attaining the level expected for their age did so and a significant number of pupils attained the higher level 5 in English, mathematics and science. The 1999 results show a significant improvement over the 1998 results and a steady improvement over a three year trend. In key stage 1 the 1999 national assessments for 7 year olds are broadly average in reading, writing and mathematics. Over time there has been a steady improvement in key stage 1 results. Pupils' overall attainment in both key stage 1 and key stage 2 is higher than at the last inspection and the school has met its published key stage 2 targets. There is little significant difference in the overall performance of boys or girls. Pupils receiving special educational needs support, make good progress and attain appropriate National Curriculum levels for their capabilities. The school's careful analysis of results and effective implementation of value added analysis, has had a significant impact upon the improvement in key stage 2 results.
6. The inspection finds that the standards achieved by 11 year olds are above average in English and mathematics and broadly average in science, though a significant number of pupils attain higher standards in this subject. In year 2 the standards achieved by 7 year olds are above average in speaking and listening and reading. Standards in writing, mathematics and science are average. Pupils in year R reach high standards, with all or almost all attaining the desirable learning outcomes expected by the age of five and a significant number progressing well in the early stages of the National Curriculum. Standards are above average in personal and social development, language and literacy and mathematics. In knowledge and understanding of the world, creative development and physical development attainment is average. Attainment in physical development is constrained by the school's accommodation for children under the age of five. High quality teaching and organisation of the early year's provision effectively promotes the pupils' good progress.
7. In English attainment in speaking and listening and reading is well above average across the school, attainment in writing is average. Pupils' make good progress in speaking and listening, talking and listening confidently by year 2 in a range of contexts. By years 5 and 6 they are able to accurately describe events and develop their ideas thoughtfully when conveying opinions or contributing to discussion. Progress is also good for reading in both key stages. By the time pupils leave, in year 6, they can read competently and with good understanding often showing a good critical awareness of authors and styles. Younger pupils have a good phonic knowledge and sight vocabulary. Pupils with reading difficulties are well supported, making good progress for their capabilities. Progress in writing is satisfactory and often good in the skills of spelling, punctuation and grammar. Handwriting is neat, joined and legible but often the standard of writing in the pupils' handwriting books, is not matched by that in other exercise books. Opportunities for extended writing are too limited and the use of subject contexts other than English is insufficiently planned.
8. The pupils' current work indicates that at least satisfactory progress is made throughout the school in

mathematics. The National Numeracy Strategy has been effectively implemented and is having a positive impact upon the pupils' attainment and progress. Most 7 year olds have a good understanding of simple addition, subtraction and of some single-digit multiplication, and of the place value of tens and units. They can solve simple problems, know the common shapes, and have a developing understanding of time. By year 6 pupils have extended their understanding of number to decimals, including the metric system, and use simple fractions and percentages confidently. They can accurately solve algebraic problems, and they effectively apply their predictive skills to a variety of problems. Progress is usually good. There is a strong emphasis on number and the school's teaching of mental calculation is effective.

9. Attainment in science is average in key stage 1 and 2, though a significant number of pupils display above average attainment in the investigational aspects of the subject. In both key stages all pupils make satisfactory progress and a significant number, including those receiving special educational needs support, display good progress for their age and abilities. Pupils recognise the need for fair testing, can control variables and have a secure knowledge and understanding across all of the key elements of the subject. Most have a secure and appropriate technical vocabulary for their age, which they use with accuracy.
10. In the other subjects of the National Curriculum attainment is above average in art, music and aspects, particularly swimming, of physical education. By the end of year 2 and year 6 attainment in the other subjects of the curriculum including information communications technology and religious education is average. In art, music and physical education pupils' attainment and progress benefits from specialist teaching and good quality resources.
11. Pupils' overall progress is satisfactory and often good. It is particularly high in years R, 3 and 4, with pupils making significant gains in many subjects. This good progress is well supported by effective teaching which consistently challenges and interests the pupils. The progress made by pupils with special educational needs within their class lessons is at least satisfactory. In their specific support lessons it is good, as a result of the specialist teacher's careful planning and the quality support provided. In the core subjects of English, mathematics and science pupils at different stages of the special educational needs register make good progress and attain well for their capabilities. Whilst still satisfactory the weakest progress is seen in the pupils' extended writing, particularly in the demand of tasks, in subjects other than English.

#### **Attitudes, behaviour and personal development**

12. Pupils demonstrate very good attitudes towards their learning and this has a very positive impact on the standards they achieve. In almost all lessons they display a keen interest and enjoyment in their work. This is particularly apparent in the lively class discussions that take place, as in year 3, 4 and 5 mathematics and science. Pupils progressively take responsibility for their own work, and show good levels of independence, as in the musical presentation in a nearby residential home. The youngest pupils are familiar with the day to day routines of the school and can appropriately select and use resources within the classroom. Older pupils independently use the library and information technology resources for research in history. The school has well sustained the qualities evident at the last inspection in this area of its work.
13. Clear and well understood class routines support and develop good work habits in all pupils. Resources are used with care and consideration, as in the numeracy lessons in years 2, 4 and 5 and the specialist music lessons. Activities are promptly started and most lessons display a productive working atmosphere. Pupils work well together, in groups or teams, as in the literacy hour and physical education. They settle well to written work, though too few opportunities for extended writing, in subjects other than English, are given. Concentration is well sustained and pupils can effectively work in silence when asked to do so. Pupils with special educational needs are included well in the life of the school. In lessons, all display positive attitudes to their work and are effectively supported by the teaching and support staff.
14. Children aged under five display very positive attitudes towards their school experiences. They approach their tasks with confidence and a sense of purpose, and persevere in their learning. They are keen to answer questions and share their ideas with others in the class. Most are independent in selecting an activity or resources, and work well as part of a group. They have high standards of behaviour, and show good respect towards others.



15. Pupils know and understand the school rules and show respect for other people and property. Their achievements, both academically and wider, are sensitivity celebrated and pupils have an obvious pride in their school. In class, and at break and lunchtimes they relate very well to each other and display good respect for their school environment. Both the teaching and support staff, very well supervise play and lunchtimes. No instances of inappropriate behaviour or bullying were seen. Bullying is rare, but should it occur it is promptly dealt with. There have been no exclusions over the last three years. The school operates smoothly and is a well ordered community.
16. Pupils' personal and social development is good. The school's ethos is very good and significantly enhances all pupils' personal development. Pupils demonstrate mature attitudes towards the feelings and convictions of others, as when pupils give thoughtful answers, reflecting belief, in assemblies and religious education. Responsibility is taken seriously and pupils respond well to the opportunities to be independent and to show initiative. Pupils welcome visitors to school with politeness and confidence easily initiating conversation. Very good relationships exist between pupils and staff, and amongst the pupils. This is a strength of the school. All adults provide good role models for the pupils.
17. The school is justly proud of its excellent partnership with the community. A wide variety of activities, for the school's size, extend the curriculum and life of the school, to the benefit of all pupils. School performances, visits and visiting speakers all enhance the curriculum. Parents are actively involved in supporting classes, extra-curricular activities and the out of hour's club.

### **Attendance**

18. The rate of pupils' attendance is very good, with the rate of unauthorised absence being well below the national average. This high rate of attendance has a very positive impact on the standards of pupils' attainment and progress. Registers are called promptly and appropriately closed. The school's procedures as at the last inspection meet the statutory requirements.
19. All or almost all pupils arrive at school on time and ready for the day ahead. Good use is made of registration periods both to settle pupils and particularly in year R and 3 as a learning opportunity. Lessons start promptly throughout the day.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

20. The teaching in the school is effective and often of a good quality. In years R, 3 and 4 particular strengths were evident, though examples of good teaching were seen in most years. The overall quality of teaching has been well maintained since the last inspection, and it has positive impact upon the pupils' attainment and progress. The school, in effectively addressing the issues of time, aspects of planning and teacher's personal development, from the last inspection has enabled teachers to be more precise and effective in their practice in the classroom. In 95% of the lessons observed teaching was satisfactory or better. In 5% of the lessons it was very good in 44% it was good or better. A small amount of unsatisfactory teaching, 5%, was seen in year 6.
21. Teachers are experienced, well qualified, and display a strong commitment to their pupils. All have at least a sound knowledge of the National Curriculum and religious education, with clear strengths of expertise seen in English, mathematics, science, music, art and physical education. Teachers are effectively deployed and conscientious, working successfully together as a team. They effectively plan with support assistants and parent helpers. Detailed whole school planning and good quality individual lesson planning enhances their work. Implementation of the National Literacy and Numeracy Strategies has been successful.
22. Lessons start promptly and most move at a brisk pace. Classroom routines are well established, as at the start and end of the day, enabling time to be used efficiently. Throughout the school the planned and efficient use of resources is a feature of the majority of lessons, as in year 3 science, year 4 and 5 mathematics and the specialist music lessons. Most lessons have clear learning objectives, which are shared with the pupils, ensuring that they are clear as to what is expected of them and there is a positive impact upon their progress. Time is effectively used, as in the specialist music teaching. Questioning is well employed both to reinforce and extend knowledge and understanding, and in many lessons pupils are involved in evaluating their work and deciding how to proceed. Effective

organisation and pupil grouping, whole class, group and individual work are a feature of the school's teaching. The best teaching captures and holds the interest of the pupils as in the year 3 science lesson on light. Many lessons are effectively drawn to a clear conclusion, with a review of what the pupils have learnt. Whilst most lessons promote good progress a number of otherwise satisfactory lessons, in both key stages 1 and 2, can have an insufficient pace of activity to ensure effective progress. This usually occurs when written tasks are undemanding and particularly for the most able pupils not set at a high enough expectation. In the small number of unsatisfactory lessons, as in years 5 and 6, there can be less attention than usual to the setting of clear expectations for the pupils' work and tasks may either be too difficult or easy, as in design and technology or religious education. As a result the pupils are not always fully engaged in learning and the organisation of the lesson insufficiently promotes progress.

23. Attention to detail and the high quality relationships between adults and pupils ensure that teachers' management of behaviour and organisation of lessons appears effortless. Pupils respond well in all lessons and expectations of behaviour are high and achieved. The school's teaching is characterised by positive relationships, which give pupils the confidence to work hard and to try to do their best. Praise is very well used to celebrate pupils' achievements and encourage improvements. This is particularly evident in the teaching of pupils with special educational needs.
24. The quality of teaching for children aged under five is good, and promotes the mainly high attainment and good progress made. All teaching of the under five's is at least satisfactory, and sensitive to the pupils' needs. A number of lessons give rise to good teaching. The year R teacher has a good knowledge and understanding of younger children as well as the early years curriculum and learning outcomes expected by the age of five. Lessons are well prepared with careful account taken of the differing ages and stages of learning within the class, and the pace of learning is well judged.
25. Teachers take good account of special educational needs in planning lessons. This is seen in the planning of tasks to meet individual needs, the attention paid to specific disability needs as they affect learning, and the good use of support assistants who make a positive impact on the good progress made. Specialist small group teaching is good and has a significant effect upon the pupils' progress. Effective use is made of Local Education Authority support services and the quality of provision is good.
26. Teachers know their pupils well, marking work fully and providing encouraging and positive comments for improvement. However, this usually good knowledge is not yet fully used to set specific and individual pupil targets for improvement.

### **The curriculum and assessment**

27. The curriculum is broad and balanced and meets the statutory requirements. Efficient daily organisation and the effective deployment of teachers ensure that the curriculum provided is stimulating and successfully promotes the improving standards pupils achieve. The length of the taught week is now appropriate for the age range of the school. There is a heavy emphasis on literacy and numeracy but not to the detriment of the balance of time and depth of experience in other subjects. The National Literacy and Numeracy Strategies have been successfully implemented, though some rigidity in the approach to literacy has led to a weakness in the planning of extended writing in subject contexts other than English. The curriculum shows good improvement since the last inspection.
28. The under five's curriculum ensures good progress and pupils attain the desirable learning outcomes in all areas of experience. Many of these experiences are first hand and offer opportunities for independent development. There is a strong emphasis on language, mathematics and personal development, and the curriculum takes account of the children's developing intellectual, physical, emotional and social abilities. There are good opportunities for purposeful talk, direct enquiry and activities chosen by the children. The use of structured play activities is limited, as are aspects of physical development by the lack of a secure outdoor play area.
29. Planning, in all subjects, is improved since the last inspection and is effectively carried through into classroom practice. Subject policies, of a generally good standard, have been put in place and are mostly supported by whole school schemes. Whole school and individual teacher planning is closely linked to the school's aims, policies and relevant National Curriculum programmes of study and makes a positive contribution to the standards of pupils' attainment and progress. Resources are well deployed to enhance the pupils' curriculum experience and support their learning.

30. Monitoring of the curriculum is too informal. Whilst the subject co-ordinator's role has been developed the priority given to the rigorous self-evaluation of practice and standards requires further development. The governors' curriculum sub-committee meets regularly, and though well informed about the school's current curriculum, plays an insufficiently active role in the longer term view of the curriculum and its development.
31. Pupils are valued as individuals and the school successfully fosters their spiritual, moral, social and cultural development together with their personal development. Personal and social education is given a high priority and pupils throughout the school benefit from an effective and well planned programme. Sex and health education requirements are fully met.
32. The curriculum is enriched by a wide variety of additional activities, praised and well supported by pupils and parents. Numerous visiting speakers and performing groups, with a wide range of skills, help to broaden pupil perspectives. Extra-curricular activities, including instrumental tuition, an after hours club and school performances are of a good quality and well attended. The school's community work is also of a very high standard and pupils regularly support a number of local and national charities.
33. The school meets the curricular requirements of pupils with special educational needs as set out in individual education plans and annual reviews of statements. Pupils with special educational needs receive their entitlement to a broad and balanced curriculum, with very effective support being provided both within and outside of class lessons. Work on basic language skills is linked effectively to activities in literacy hour lessons. All pupils have full access to the curriculum and they are well involved in all aspects of the life of the school. Parents value the quality of this provision.
34. All pupils have equal access to the curriculum. There is an effective policy statement on equal opportunities and the school's awareness of pupil needs is high. Good procedures exist to ensure that no pupils access to the school's full curriculum is hindered by financial need.
35. Assessment and marking policies are detailed and effective in practice, with overall improvement evident from the position at the last inspection. Pupils' progress is regularly and accurately recorded. Much effective informal assessment goes on in class, with good use of praise to encourage pupils to extend themselves or improve their work. Adults make appropriate use of informal assessment knowledge in their day to day monitoring of children aged under five and there is good continuity of knowledge on pupil progress between the village playgroup and year R.
36. The school is effective in judging its performance. Day to day assessment is immediate and thorough. National Curriculum and standardised test data is available to the school and effectively analysed by the headteacher to identify strengths and weaknesses. Good work has been started on value added analysis. However, the setting of individual pupil targets is not yet established and often the good assessment information is not efficiently used to give specific direction to the pupils' progress.
37. Parents appreciate the well managed assessment of pupils with special educational needs. Individual education plans are in place, and all requirements of the Code of Practice are observed.
38. Reports to parents meet the statutory requirements but are too often descriptive and not evaluative of the pupils' progress. The school appropriately reports key stage 2 results and attendance to parents.

#### **Pupils' spiritual, moral, social and cultural development**

39. The school's provision for pupils' spiritual, social, moral and cultural development is very good. The school is successful in developing a close sense of community, which reflects its aims, values and status as a small church school. Teachers have high, but realistic, expectations of their pupils and, from the youngest pupils in school, consistently support their development in these areas. In all areas the school has shown good improvement since the last inspection.
40. The school is successful in promoting pupils' spiritual development throughout the curriculum, as well as through assemblies and religious education. Close links are maintained with its nearby church. Many lessons give ample opportunity for the development of awe and wonder and reflection, as when pupils were amazed to see their giant shadows in year 3 science. Similarly role play and story telling, as in the year 4 and 5 literacy hour, was successfully used to bring the subject and pupil discussions alive. Drama, art and music also contribute effectively to the pupils' awareness and understanding of spirituality. The requirements for collective worship are fully met and the daily acts of collective worship are well planned. They give pupils clear messages and encourage them to think about relevant

issues for themselves.

41. Pupils have a well developed sense of self-responsibility and they clearly understand the difference between right and wrong. They form very good relationships with each other and with adults in the school. During discussions in assembly and circle time, pupils are successfully encouraged to think about the feelings of others, and about the consequences of their own actions. Pupils have a good understanding of the importance of caring for the environment, as shown in their work with the Bristol Recycling Group and their suggestions for improving the school grounds following the recent building works. The school contributes to many local and national charities, including Comic Relief, Sargent Cancer Care, the National Meningitis Appeal and a Bristol dogs' home.
42. The school's provision for pupils' social development is very good. Good role models are provided not only by school staff, but also by the pupils themselves. Pupils are very co-operative and collaborate well in lessons, break times and in extra-curricular activities. The school successfully encourages pupils to participate in the life of the local community and thus develop a good understanding of citizenship. Pupils take part in productions in the village hall, contribute to articles and news in the parish magazine, and participate in the village's Remembrance Day Parade. Many aspects of the pupils' moral and social development are effectively drawn together in the new home-school agreement.
43. The school's provision for developing pupils' understanding of cultures other than their own is a significant strength. Through their studies of Judaism and Islam in religious education, Aboriginal paintings and Indian miniature paintings in art pupils receive insights into the lives and cultural traditions of other peoples, and the past and present. Music is a strong aspect of the curriculum and the successful visits of various bands and musicians as with the recent Caribbean evening, gave pupils the opportunity to perform with and listen to a steel band. Pupils have gained significantly from taking part in World Book Day; an art day spent at Dyrham and visits to, and visits from the Bristol Old Vic Theatre Company. Regular good quality musical and drama performances also give the pupils an opportunity to perform and develop personal confidence. Multi-cultural understanding is well addressed, through project work in geography, visits and a variety of workshops. European understanding is very effectively developed through the school's successful participation in the European Union's Comenius project, which has enabled both pupils and teachers to successfully work with partner schools in the Netherlands, Poland and Spain.

#### **Support, guidance and pupils' welfare**

44. The quality of care provided for pupils is good and has been very well sustained since the last inspection. Pupils are happy and confident being well known and valued by all staff. They develop both personally and academically in the secure and caring environment provided by the school. High expectations are set for the pupils' behaviour and they respond positively, reflecting the very good examples set by all adults. Very good relationships exist between pupils and adults, and teaching staff are always available to pupils. All pupils show a high level of respect for each other, particularly in the mixed age classes and at break and lunchtimes. Instances of misbehaviour or bullying are infrequent. When problems occur they are quickly and consistently dealt with, involving, pupil, parents and specialist agency as appropriate. The school is a calm and orderly community in which all pupils can concentrate upon their work.
45. Procedures for preparing children for entry into the school are very good and links with the village playgroup are effective. These well planned arrangements together with the secure environment provided by teaching and support staff promotes the ease with which children settle into the school. This has a positive impact upon the good progress made by children under five. Procedures for transfer to secondary school at age 11 are equally good and help to ensure effective preparation for the next stage of learning. Parents value the quality of the school's induction and transfer arrangements.
46. Pupils with special educational needs are well supported as at the last inspection. All staff ensure that help is well planned and effective in meeting the pupils' needs. Well-focused and interesting work promotes usually good progress for the pupils' capabilities. There is close liaison with external specialist agencies and their advice, together with the schools effective diagnostic testing ensures early identification of problems and action. The school has a clearly inclusive approach to special educational needs and pupils' individual education plans set realistic targets which are well monitored. The requirements of statements are fully met and both pupils and parents benefit from the efficient annual review process.

47. Pupils benefit from the high priority given to personal and social education. From year R the effectively planned and sensitively taught programme encourages self-confidence and the development of pride in the school and community. The community programme is of a high quality and successfully promotes an appropriate awareness of citizenship for the pupils' age. In all classes, pupils are secure, as in circle time, in discussing issues of personal development with their class teacher. The school is an orderly community and procedures to promote discipline and good behaviour, including a behaviour policy with a staged system of rewards and sanctions are effective. The rules are well understood by the pupils and seen as fair and consistently applied. Good behaviour is positively promoted through the very high expectations of staff, and by the strong and consistent emphasis on positive praise.
48. Pupils are well known and both the teaching and support staff are accessible and responsive to their needs. This has a positive impact on the progress they make. There are satisfactory procedures, as at the last inspection, for monitoring attendance and academic progress. The requirements for recording and reporting attendance, there are no cases of unauthorised absence, are fully met. Arrangements for formal discussion of progress with parents are satisfactory and parents are encouraged to make regular informal contact with class teachers. However, the pupils' annual reports are not sufficiently evaluative of the progress made and insufficient use is made of assessment information to set personal targets for improvement. Good work, involving parents and teachers, has been carried out in developing an effective home-school agreement. Homework and home-school support are satisfactory, though there are some variations across the approach of individual class teachers and opportunities are missed to clearly set out the role of homework in developing personal study skills. Scope now exists, in both the setting of personal targets and homework, to more effectively involve the supportive parent body in the further development of their children's progress.
49. Appropriate policies are in place for special educational needs, sex education, health and safety and child protection. There is a designated and named child protection officer who has received appropriate training. This area of the school's work has improved since the last inspection and effective procedures are now in place. The working relationship, when necessary, with specialist agencies is effective and efficient. Regular checks are carried out on electrical equipment and the buildings. Pupils are supervised carefully at all times including during play times and lunch periods. Procedures for dealing with accidents are in place and are well known, and staff have received an appropriate level of first aid training. Governors are mindful of pupils' safety and effectively fulfil their obligations.

#### **Partnership with parents and the community**

50. The school's links with parents and the community are very strong. It is welcoming and open in its approach and has successfully developed some imaginative and innovative links. Parents expressed a high degree of confidence in the school, as at the last inspection, in their responses in the parents meeting and in their questionnaire returns. Parents regularly help within the school with activities such as arts and crafts, computer work, after school sports clubs and duties around the swimming pool during the summer months. Their support and interest enhances the pupils' attainment and progress. Day to day contact with parents is very good and valuable opportunities exist at the start and finish of school for parents and teachers to briefly meet. There is a flourishing Parents and Friends Association, which plays a significant role in fund raising and the organisation of social events and working parties. Funds raised in this way are prudently spent to the pupils' benefit.
51. The school makes good provision for helping parents to understand the curriculum and to encourage them to be involved in their children's learning. The school has provided good opportunities for parents to learn more about their pupils' learning through, for example, the recent information evenings about the National Literacy and Numeracy Strategies and the evening computer training course for parents and staff. Parents are kept up to date with the day to day events in school through a regular and good quality newsletter. The school prospectus is clear and helpful. It has been improved since the last inspection and now fully meets the statutory requirements. Similarly the annual governors' report to parents is concise and provides an effective commentary on the school's work. Annual reports to parents meet the statutory requirements but can be too descriptive. Too often they do not evaluate what pupils can do or set out clear targets and expectations for the next stage of learning. Particularly in this area of the school's work opportunities are missed to fully involve an interested and informed parent body in extending their children's progress. Parents are notified at an early stage of any concerns over special educational needs, and are kept well informed of their children's attainment and

- progress. Targets and strategies on individual education plans are clear and effectively discussed with parents.
52. The school has very good links with other local schools and a good working relationship with the village playgroup. Close liaison between year R staff and the playgroup enables pupils to be well known on entry. Close links exist with the main receiving secondary school. At transfer from primary to secondary school, pupils are again well known and given effective support in ensuring a continuity of work and experience, as in the year 6 visits for modern foreign language activities in French and Japanese. Effective use is also made of the school's work with other small rural schools for a range of joint educational visits.
53. The school enjoys very good links with its local and wider community, which have a positive impact upon the pupils' progress and personal development. The school plays an active role in the life of the village, regularly contributing to the parish magazine and the horticultural show. The school is an open community and visits and visitors regularly support its work, as with the recent visit to a Tudor Day at Acton Court, a residential visit for older pupils and participation in local games tournaments. Pupils are also encouraged to make good use of, and appreciate the features of their immediate surroundings, as with the regular use of the church and village. A number of interesting speakers and visitors, including a workshop from the Bristol Old Vic and visitors from abroad associated with the Comenius Project, have provided further enrichment to the pupils' work in personal and social education, drama, geography and music. Through its work with the community the school very successfully develops the pupils' awareness of society and the wider world beyond school.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

54. The school has clear aims and positive values, which are reflected in its consistent policies and practice. It is successful in achieving and communicating these aims and values to parents and the wider community. Governors, headteacher, staff and parents work with a common purpose for the school's development.
55. The school benefits significantly from the energetic and creative leadership of its headteacher, who is ably supported by the hardworking teaching and support staff team. The quality teamwork evident in the staff team has a very positive impact upon the school's success.
56. An appropriate balance is kept between formal and informal systems and there are effective policies in place for all areas of the school's work. The curriculum is effectively planned and organised, as with the successful implementation of the National Literacy and Numeracy Strategies. The school's management strategies are clear and understood by all staff. Whilst the subject co-ordinators' roles have been developed there is not yet a sufficiently consistent subject monitoring and evaluation cycle. Where good practice exists, as in music and religious education there is a positive impact upon the subject's development. The school is becoming effective in judging its own progress and analysing performance trends to secure improvement.
57. Effective procedures, monitored by the headteacher, are in place for special educational needs. A part-time teacher acts as special educational needs co-ordinator and full account is taken of the Code of Practice. Provision is managed well, as is shown by the good progress made by pupils with special educational needs. The annual governors' report to parents provides clear information on the school's special needs provision.
58. The school development plan is effectively linked to financial planning. Resources and skills are successfully deployed to meet the identified priorities and all staff and governors are actively involved in its construction. Whilst it is an effective document for improvement, insufficient consideration is given to the formal monitoring and reporting of progress to the governing body.
59. Governors work in close partnership with the staff and are well aware of what is going on in the school. They fulfil their statutory obligations. There are regular visits to the school and a variety of formal and informal links exist, by which governors keep the school under review. All are committed and hard working in their support of the school. Parents have been well informed of the school's progress and governors have responded effectively in securing improvement against the key issues of the last inspection of February 1996. As a governing body they have a clear but, on occasions, too

informal an oversight of the school's performance, as in the lack of a formal approach to subject monitoring reports.

60. Day to day communication and management is efficient and effective, particularly in the difficult administrative situation at the time of the inspection. All pupils and staff are well supported by the management and administrative structures of the school. There is an equality of access and opportunity for all.

#### **Staffing, accommodation and learning resources**

61. The teaching staff have an appropriate range of experience for the age range of the school and are suitably qualified. Subject expertise is appropriate to meet the pupils' needs and ensure effective coverage of the National Curriculum. Teachers are effectively deployed and conscientious, working very well together as a team. Specialist expertise is well used in science, music and physical education. The strength of teaching expertise has a positive impact upon the standards of the pupils' attainment and progress.
62. Job descriptions are in place for all staff. The appraisal structure is well established, and on schedule. It has been helpful in clarifying personal responsibilities and needs. The required procedures for inducting newly qualified teachers are in place and working successfully.
63. There is a much improved and effective approach to staff development. This key issue from the last inspection has been well addressed. Priorities for professional development are well identified and linked to the school development plan. In-service training involves all staff, and recent in service training has been focused to national and local initiatives, as with the successful implementation of the National Literacy and Numeracy Strategies. Effective use has been made of Local Education Authority courses and advice. The school is active in the local cluster group, which is a further source of effective subject development. The in-service training programme is of good quality and satisfactorily evaluated in terms of the often successful, impact upon pupils' attainment and progress.
64. The school is well served by its support staff and parent helpers. Such staff are deployed efficiently, working alongside teachers and giving valuable assistance to pupils. The administrative staff, including parent helpers, work efficiently and courteously, while the caretaker maintains the buildings in good condition and the cook and kitchen team contribute fully to the life of the school. As a team all the support staff make a significant contribution to the success of the school.
65. Accommodation is of a good standard and efficiently used. The school has now fully settled into its new accommodation, with the hall just opened at the time of the last inspection and the new classroom block now a year old. Classrooms are well organised, bright and made welcoming through the effective use of display. Whilst the overall accommodation provides a positive learning environment there are some stark differences in the decoration of classrooms in the new building to those of the old building. For pupils in years 4, 5 and 6 this can have a negative impact upon their learning environment. Whilst the classroom used for children under the age of five is of a good quality it lacks a suitable secure outside play area, though appropriate external access exists in the room. As a result the provision for structured play for children under the age of five is limited. The school's grounds are good and have a positive impact upon the pupils' attainment and progress. The hard play and playing field areas together with the environmental area are very well used in physical education and science. The outdoor swimming pool is also well used in the summer. All buildings and grounds are well maintained. The governors' working party for buildings is effective, and the required policies for lettings, charging, and health and safety are in place. The school site is also effectively used by the local community, as with the after hours club and evening events.
66. Resources are well funded, with priorities closely identified in the school development plan. The level of resources is good and the school has sufficient books, equipment and materials to effectively support learning in most areas of the curriculum. Music and physical education and are well provided for and have benefited from parental support. The range of information and communications technology software is much improved since the last inspection. The quality of the books in the library is satisfactory, covering all subjects and many of the world's cultures. The resource provision for pupils with special educational needs is good. Resources are well used, usually clearly labelled and accessible to pupils. Pupils readily use materials; equipment and apparatus with due regard for safety.
67. Very effective use is made of the local church and village environment to enrich the curriculum. Numerous visits further afield together with regular visitors to the school also extend and deepen the

pupils' learning.

### **The efficiency of the school**

68. Financial planning is good and effectively supports the development of the school. The key issues of the last inspection, in respect of the taught day in key stage 2 and expenditure on in-service training have been well addressed with obvious benefits to the pupils' and improvement in staff expertise. Reserves are well accounted for and recent budgets display prudent planning and expenditure to improve the quality of education, as in the development of resources for the National Literacy and Numeracy Strategies. The budget is well monitored and in surplus.
69. The school development plan identifies priorities and provides an effective focus for budget planning and resource deployment. Expenditure is well monitored, in terms of cost-effectiveness, but some budget decisions are insufficiently monitored in relation to their impact upon the pupils' attainment and progress. Analysis of performance is being effectively used at a whole school level for strategic development, by the headteacher, but is insufficiently developed at an individual pupil level to set personal targets for progress. The headteacher's and governors' ability to ensure efficiency and value for money in the school's performance is good.
70. Financial control is secure. There is an effective financial management policy. Recommendations of the last auditors' report have been implemented. The school is very well served by its administrative staff. Day to day organisation and communication is effective and efficient. The governors' finance sub-committee functions well and is effective in monitoring the school's expenditure.
71. Organisation and deployment of staff make good use of the resources and accommodation available to the school. Accommodation has been improved and is fully used; though there are weaknesses in the provision of a secure area for play for children under five and in the quality of decoration in classrooms in the old building. Resources are effectively used and are of a good standard. All staff benefit from appropriate and good quality in-service training. Specific funding for special educational needs is well monitored and appropriately targeted.
72. The governing body consciously strives to ensure value for money in all aspects of its expenditure. The school's overall improvements since the last inspection have been satisfactory. There is a strong commitment to improvement and the level of pupils' attainment is rising. The quality of education provided is good and the school is effective as a community. The school provides good value for money.



## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

73. There were no issues in the previous inspection related to provision for children under five. Inspectors find that the overall quality of children's attainment and progress has improved since the last inspection.
74. The children enter the school with standards that are mostly in line for the expectation for their age. The provision in the areas of learning for children under five builds effectively on this foundation to achieve at least satisfactory and often good progress by the age of 5 in all the areas of learning. Effective teaching and organisation of the provision promotes the children's usually good progress, as with the good quality teamwork between the class teacher and support assistants. By the time the children reach compulsory school age they attain high standards in their personal and social development, language and literacy, and mathematics. In their knowledge and understanding of the world, creative development and physical development attainment is average. Children's attainment in physical development is constrained by the lack of access to a secure outdoor play area and the use of large apparatus and wheeled toys.
75. Children aged under five display very positive attitudes towards their school experiences, and behave well. The quality of teaching is never less than satisfactory and often good. It promotes the high standards and the usually good progress made. The school provides an appropriate and balanced curriculum, though aspects of the accommodation limit structured play. Assessment is very well organised and effective use is made of baseline information, in planning and targeting individual pupil progress.
76. A strong feature of the provision is the careful preparation for entry into the school, and the secure, caring environment provided by all teaching and support staff. This is well supported by the very close and effective working links with the village playgroup. Both children and their parents are familiar with the school and the staff, and the children feel secure on entry. Together, these promote the ease and confidence with which children settle into the school and ensure the effective progress made during year R.

#### **Personal and social development**

77. Attainment is high in this area of learning and all pupils make good progress. Effective teaching encourages pupils to develop in self-esteem and confidence. The children approach all their activities with interest and a sense of purpose. They persevere in their learning seeking help or offering their ideas, as during a phonic game in a literacy lesson. The children demonstrate independence in selecting an activity or resources, as in mathematics or when choosing between painting or building with a construction kit and in dressing as, for example, when they change for a physical education lesson. They take turns and share fairly, and work well independently or as part of a small group. The children express their feelings and behave in appropriate ways, developing an understanding of what is right and what is wrong.

#### **Language and Literacy**

78. Standards are high in language and literacy. Speaking and listening skills are well developed. The children listen attentively and are encouraged to express their own ideas clearly and confidently as during the whole class elements of literacy and numeracy lessons. They use a well developed vocabulary with fluency to express their thoughts, and ideas. Their phonic skills are becoming well developed and they recognise letters by shape and sound. Books are enjoyed and many children are able to talk about books and use words such as title, cover and characters. Some are able to use their knowledge of letters and sounds to help them read words and establish meaning when reading aloud, with support. When questioned about the story or characters many are able to describe events or say what they would have done. The majority of pupils have made their first attempts at independent writing, with a significant group being able to make accurate letter shapes and copy simple words and sentences. The teacher's good subject knowledge and class organisation is a key element in the effective gains children make in this area of learning.

#### **Mathematics**

79. Attainment in mathematics is high, especially in the children's knowledge of mathematical language and in their mental and numeracy skills. This area of learning is taught well, ensuring good progress. By the age of 5, the children recognise numbers to ten by shape and name, and can

effectively use simple addition on paper and in their heads. They can match and sort objects and show a developing understanding of capacity, as when they match objects to see if they will contain the same amount of water. They identify missing numbers from a number line, and know a variety of mathematical terms including *more than*, *less than*, *circle* and *rectangle*.

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

80. The children are attaining average standards in this area of learning. By the age of 5 the children show knowledge about how plants grow, what they need to be healthy, and can name parts of their bodies. The children talk about their observations, sometimes recording them, and ask questions to gain information about why things happen and how things work. They use skills such as cutting, joining and building for a variety of purposes. Computers and audiotapes are used independently and with confidence.

#### **Physical development**

81. The children's attainment in this area of learning is average. They move confidently and with increasing control and co-ordination showing, for example, appropriate jumping and balancing skills when working with apparatus. They also display an appropriate awareness of space and of others. The quality of teaching is good, promoting the satisfactory progress made. Within the classroom the children handle tools, equipment and malleable materials, including scissors and clay materials, safely and with increasing skill. Developments through play, by the use of large apparatus and wheeled toys are limited by the lack of access to a secure outdoor play area.

#### **Creative development**

82. Attainment in this area of learning is average. Children relate well to each other and act out stories and real life situations through imaginative play expressing their ideas and feelings with confidence. They enjoy different forms of music showing good recognition of rhythm, pitch and pace when they sing and play untuned percussion instruments. The children explore sound and colour, shape and space in two and three dimensions, and respond in a variety of ways to what they see, hear, smell, touch and feel.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

83. Pupils' attainment in key stage 1 is average for their age. In key stage 2 most pupils' attainment is at the expectation for their age, though a significant number are achieving a higher level. In the 1999 national tests for 7 year olds results were broadly in line with the national average in reading and writing. In the tests for 11 year olds results were well above average. Whilst there are wide variations in the ability range of the small year groups, the overall trend shows a steady improvement in both key stages. There is no significant difference in the performance of boys or girls and those pupils with special educational needs support attain well for their capabilities.
84. Attainment in speaking and listening is well above average across the school. By the age of 7 pupils talk and listen confidently in different contexts, including large and small groups and when talking to unfamiliar adults. They show they have listened carefully through their relevant comments and questions. By the age of 11 pupils describe events and convey their opinions clearly. They develop their ideas thoughtfully when contributing to whole class discussion, as when in year 4 and 5 they discuss the elements of a story recognising fact and fiction and the humour of the situation. The high emphasis to discussion and questioning, in much of the teaching, ensures that all make good progress.
85. The pupils' attainment in reading is well above average. Pupils show a keen interest in books and are mostly enthusiastic about reading. In key stage 1 the pupils' phonic knowledge and use of picture and context clues is good, as at the last inspection. They can talk about their books showing a developing understanding of the main points of the story and characters. In key stage 2 class library books are read fluently and accurately, with good expression. Pupils understand differing genres, expressing preferences, and effectively discussing the significant ideas, themes, events and characters in a text. A number of pupils in year 6 are able to read and comprehend advanced texts and show critical awareness of authors and styles. The library is used extensively and pupils talk knowledgeably about the books and characters they enjoy. Pupils' progress is good and well

supported by the effective home-school reading scheme and class teaching. Pupils with reading difficulties are early and well identified, and as a result make good progress for their capabilities.

86. Attainment in writing is average in both key stages. In the mechanical skills of spelling, punctuation and grammar overall standards are above average. However, whilst pupils have a good range of experience in English there are too few planned opportunities for extended writing in the contexts of subjects other than English. Handwriting is neat, joined and legible but the standard of the writing in pupils' handwriting books does not always match the quality of writing in the pupils' exercise books. In key stage 1 pupils effectively organise their writing, with mainly accurate spelling and punctuation. By the end of key stage 2 most pupils can write, in English, in a range of styles, expressing emotion and feeling.
87. Throughout the school the pupils respond positively to their experiences in English. They approach their tasks purposefully, work with sustained concentration, and take pride in their achievements. Pupils are attentive during lesson introductions and are keen to answer questions and share their own ideas with others. Standards of behaviour are very high. The pupils form constructive relationship with others, and collaborate well when required, as when contributing in year 6 with ideas on comparative newspaper articles.
88. The quality of teaching is never less than satisfactory and often good in both key stages. Teachers have considerable knowledge and understanding of the subject and of the requirements of the National Literacy Strategy, which has been effectively implemented. Lessons are mostly carefully planned, with the timing of key elements, and the pace of activities, well judged. Expectations are mainly high and teachers consistently and effectively use positive reinforcement and praise to encourage the pupils' improvement. On occasions the challenge of written tasks, particularly at the end of key stage 1, can insufficiently extend, particularly the most able pupils. The use of day to day assessment is good but the information gained is not consistently used to set targets for individual progress, for example to guide their individual writing experience.
89. The English curriculum meets statutory requirements, and is planned appropriately, though further attention is necessary in extended writing across the curriculum, to meet the changing needs of pupils as they progress through the school. The National Literacy Strategy has been managed well. Good use is made of daily literacy lessons but there has been insufficient consideration of the relationship of the literacy hour to other subjects and lessons. The school meets the curricular requirements of pupils with special educational needs well. Work in this subject contributes to the arts education provided and is enriched by opportunities for pupils to see theatre performances.
90. The subject is well managed, though more focus is required to monitoring and evaluating development. Resources are good and are effectively used to support the standards achieved. Good use is made of the mainly well stocked library and information and communication facilities. Further enrichment occurs through regular theatre visits, drama workshops and combined events with other schools.

## **Mathematics**

91. Pupils' attainment is average in key stage 1 and above average in key stage 2. In the 1999 national tests for 7 year olds results were in line with the national average. Pupils' progress is satisfactory and has been well sustained since the last inspection. In the 1999 national tests for 11 year olds results were above average. All pupils capable of attaining the level expected for their age did so and these results show good improvement over previous years. There is little difference in the attainment of boys or girls in either key stage 1 or 2, and pupils receiving special educational needs support make good progress and attain appropriate levels for their capabilities. Overall pupils attainment and progress has improved since the last inspection.
92. In year R and 1 pupils make good progress from sorting, matching and counting to adding, with increasing confidence. By the end of key stage 1, most pupils have an understanding of simple addition, subtraction and of some single-digit multiplication, and of the place value of tens and units. They can solve simple problems, know the common shapes, and are developing a good understanding of time. Progress is satisfactory, though on occasions the pace of activities in lessons can insufficiently extend the most able. By the end of key stage 2, most pupils know their multiplication facts, and apply them well in calculations, including simple division. They have extended their understanding of number to decimals, including the metric system, and use simple

fractions and percentages confidently. They can estimate to aid calculation and many, as in a year 4 and 5 lesson show well developed and differing strategies for calculation and computation. The pupils know the properties of shapes and associated areas. By year 6 they can solve simple algebraic problems, and display well developed predictive skills. Progress is usually good. Pupils receiving special educational needs support make strong gains, through the effective and sensitive support both in class, particularly in year 4 and 5, and in their specific support lessons. The strong emphasis on number, especially on mental calculation, reflects the school's effective approach to the implementation of the National Numeracy Strategy. This emphasis ensures successful consolidation and reinforcement of number relations, and good overall progress through the years.

93. The pupil response is positive. Relations between teachers and pupils are relaxed and easy. The pupils listen carefully and participate readily, either in group or whole class situations. When the lesson contains a good practical element, motivation is greatly increased. The pupils are notably articulate in explaining clearly their methods and reasoning. They can sustain a good pace of work, even without close supervision and by year 6 have a well developed capacity to work independently.
94. The quality of teaching observed was never less than satisfactory and often good. Lessons have clear objectives, which are well explained to the pupils. Direct teaching, particularly in the numeracy time, is appropriately and effectively used. With individuals and groups, the teachers take full opportunity to extend the pupils' knowledge and understanding, or to clear up misconceptions, through close questioning and discussion. Pupil involvement is a key feature of the brisk and well thought out mental sessions in each lesson of the National Numeracy Strategy. Most lessons maintain a brisk pace and interest through the effective use of varying strategies, though in a number of otherwise satisfactory lessons in key stage 1 too little extension material was available for the most able pupils. Effective plenary sessions usefully review and consolidate learning points, and allow the teachers to offer praise for good pupil results or effort. The pupils' work is fully marked, with some helpful comments. This together with the teachers' effective use of encouragement, in lessons, has a positive impact upon the pupils' attainment and progress and their confidence in mathematics. However, this good practice is not yet consistently extended into clear targets for pupil improvement
95. The curriculum is well planned, offering good progression and appropriate emphasis to the investigation and application of mathematics. Pupils' proficiency in numeracy is well provided for, and effectively reinforced in other subjects. The National Numeracy Strategy has been well implemented and all staff are confident in its use and approach. Management of the subject is effective. Resources are sufficient and of a good quality. Practical apparatus is well used, in lessons, and readily accessible, as in year R, to the pupils.

## Science

96. In key stages 1 and 2 the attainment of most pupils is in line with the national expectation for their age. In both key stages a significant number achieve above average attainment in science. All pupils make satisfactory progress and many make good progress. In the 1999 national assessments, for pupils aged 11, the school's results were well above average when compared to all schools and above when compared to similar schools. Results in 1999 show overall improvement from those in 1998 and the standards of pupils' attainment and progress are higher than at the last inspection. Pupils receiving special educational needs support make good progress and attain well for their capabilities. There is no significant difference in the attainment and progress of boys or girls.
97. Experimental and investigative work is effectively used to secure gains in knowledge and understanding across life processes, materials and physical processes. The 'scientific method' is well established throughout the school. By the age of five pupils can discuss and compare objects, materials and events using observation and description well. Pupils gain experience of living processes, through growing and investigating the needs of plants and work in the environmental area. These activities give good opportunity for the development of scientific understanding and skills, and broaden the pupils' understanding of themselves and of the world around them. By age 7 many pupils are aware of the concepts of a fair test and can plan an experiment, predict the outcome and draw accurate conclusions from available information. In key stage 2 pupils are increasingly aware of the importance of only varying one factor at a time in experiments. They have well developed skills of close observation and can accurately interpret results, as in the year 3 work on light. Older pupils' demonstrate a methodical approach to investigative work. In both key stages

pupils' scientific knowledge and understanding is usually good and most have a secure and appropriate technical vocabulary for their age.

98. Pupils are interested in science and respond positively to practical activities. Most are knowledgeable, readily offering reasons for experimental procedures and ably explaining the possible outcomes. They listen carefully to instructions using apparatus and equipment safely and responsibly.
99. In the lessons observed the quality of teaching was never less than satisfactory. Scrutiny of pupils' work and teachers' planning together with the observed lessons indicates that overall the quality of teaching is often good. Lessons have clear objectives, are planned in detail and pupils know what is expected of them. Whole class reviews, as with the year 3 work on light, usefully reinforce gains in knowledge and understanding and help pupils to consider the wider implications of their work. Subject knowledge and understanding is high, particularly where the headteacher's specialist expertise is used, and has a positive impact upon the pupils' progress. Day to day assessment is effective, but the longer term use of assessment information to set personal targets for development is insufficiently rigorous.
100. The curriculum is well planned and managed. All aspects of the subject programme of study are well addressed and there is good progression from year R to year 6 in the practical element of the subject. Effective evaluation and monitoring has ensured the subject's improvement, though this information is not sufficiently reported, in a formal manner, to the governing body. Apparatus, books and information technology resources are of good quality, well employed in achieving high standards and available in sufficient quantity for the pupils' needs.

## **OTHER SUBJECTS OR COURSES**

### **Art**

101. Only one key stage 2 lesson in art and aspects of pupils' creative development in year R were observed during the period of the inspection. Scrutiny of the pupils' work, photographs, wall displays and teachers' planning, together with discussion with pupils and their teachers indicate that the subject is well addressed. In both key stages many pupils' attainment is above average. Progress in both key stages is satisfactory and the steady acquisition and refinement of basic skills, from year R to year 6 has a positive impact. Pupils have a secure knowledge of well known artists and are increasingly able, particularly in key stage 2, to talk about the style and techniques they have employed. Those pupils with special educational needs make satisfactory progress and attain appropriately for their capabilities. The quality and overall standards evident at the last inspection have been well maintained.
102. At key stage 1 pupils successfully mix their own shades and create imaginative patterns using shades of one colour. They successfully use collage and clay techniques in three dimensional work. By year 1 most can effectively select from a range of media. They make satisfactory progress in the accurate representations of the people and objects they see so that by the end of key stage 1 most can draw with accuracy and confidence. By year 4 pupils can carefully observe shape and form and apply their imagination well in two dimensional compositions. The investigative and design aspects of the subject are well addressed, through collage, printmaking and sculpture work. Pupils benefit from focused days, as with the Dyrham Park visit and the opportunity to work on a large scale, as with the bat sculpture in the library.
103. The pupils respond well to their experiences in art. They are well motivated, approach their activities with a sense of purpose and are eager to generate and pursue their own ideas taking pride in their achievements. They value each other's efforts, and are critical, particularly in the older classes, in their appreciation of quality.
104. In the one observed key stage 2 subject lesson the quality of teaching was good. Relationships are very good and the teacher's encouraging comments gave the pupils confidence to experiment and work from their own imagination. Planning shows that lessons are carefully structured and effective use is made of questioning to support and develop the pupils' own critical analysis of their work. Specialist teaching is effectively used to extend the pupils' experience.
105. The curriculum is appropriately planned for the specialist lessons, but a more formal scheme of work would assist the non-specialist teachers. The pupils work with a range of media in two and three

dimensions, become familiar with the work of famous artists, and have frequent opportunities to work imaginatively and creatively. Art contributes effectively to the spiritual education provided. There are sound arrangements for monitoring pupils' attainment and progress, though this information could be more effectively used to set targets and extend individuals. The subject management is satisfactory. Good use is made of both staffing and learning resources to promote the pupils' progress in art.

### **Design and technology**

106. During the period of the inspection lessons were only observed in key stage 2. Scrutiny of the pupils' work and teachers' planning, together with discussion with pupils and their teachers indicate that the pupils' attainment is average in both key stage 1 and 2. Most pupils make satisfactory progress and those pupils receiving special educational needs support attain well for their capabilities. From year R pupils are able to describe what they have made with increasing detail and by year 4 and 5 show a generally good scientific understanding of the mechanical and material principles involved in their work, as with the mechanisms for their pop-up books. Design skills are less securely developed and although by year 6 most pupils are aware of the concepts of analysis, research, modification and evaluation to improve their ideas and products, there is too little recording in the form of sketches and notes.
107. Construction kits, clay and plasticene are successfully used by the youngest pupils to build objects which have defined shape, and in which component relationships are usually accurate. By year 2 the majority of pupils can cut, join and shape a range of materials. Some can evaluate what they have made, identifying areas for improvement. Key stage 2 pupils demonstrate an increasingly secure scientific and mechanical knowledge, which is well applied to their designing and making activities, as in the pop-up books, though occasionally, as in the doll's houses in year 5 and 6 the materials used are inappropriate to their skills.
108. Pupils work productively using tools and equipment competently and with due regard to health and safety. Most pupils display a sound level of technical language, when discussing or evaluating their finished products. Planning and organisational skills are less well developed but the pupils readily take responsibility for their work. However, more regular and structured opportunities for the recording of ideas and evaluations as part of each lesson would further enhance the pupils' progress.
109. In the lessons seen, teaching varied between good and unsatisfactory. Where the teaching was good, as in year 4 and 5, expectations were clear, and the pupils were presented with an interesting and challenging task. Designing and practical skills were carefully taught, displaying sound subject knowledge. Resources were readily to hand and effective organisation enabled the pupils to use equipment appropriately and make satisfactory progress. In the unsatisfactory lesson the task was insufficiently matched to the pupils' prior attainment and level of skill. The choice of materials was similarly inappropriate and ensured a number of unnecessary difficulties for the pupils. As a result the pupils were not fully engaged in learning and the lesson insufficiently promoted their progress. Day to day assessment is sound but pupils do not consistently know what they can do or what they must do next to improve.
110. The subject co-ordinator is new to the post and has yet to undertake any subject monitoring and evaluation. Overall management is sound, with most of the issues identified at the last inspection being addressed. The curriculum meets the requirements of the National Curriculum, though further emphasis is needed in the recording and evaluation of design ideas. Resources are satisfactory.

### **Geography**

111. As at the last inspection only a small amount of geography teaching was seen. Scrutiny of the pupils' work and teachers' planning, together with discussion with pupils and their teachers indicate that the pupils' attainment is average in both key stage 1 and 2 and that overall progress is satisfactory. Standards in the subject are very much as at the last inspection.
112. The younger pupils have a secure understanding of the needs for settlement and the requirements for living, especially related to their own area. Through their investigations, including walks and simple map-making of the school and village, they have a good understanding of the key features of the

local area. They are also able to use a map to identify the approximate position of their homes and are aware of the effects of the weather upon the environment. There is a clear progression from this study in key stage 1, so that the older pupils effectively contrast their immediate environment with that of other countries, as in the Comenius work. Pupils effectively carry out fieldwork, which includes the accurate use of measuring instruments and techniques. They understand the purpose of symbols and keys in relation to maps, and increasingly are able to deduce accurate information from globes and maps.

113. Pupils are interested in the subject and were well engaged in the small number of lessons seen. Teaching was satisfactory in the two lessons observed. Work is well planned and matched to the pupils' abilities. Subject knowledge is sound and the lesson organisation promotes the pupils' progress. Questioning is well used both to extend and reinforce the pupils' learning. However, the written tasks can have insufficient demand and not extend the pupils in the recording of their good oral experience. Day to day assessment is satisfactory, though too little of this information is used to set personal targets.
114. Resources are good, well used and improved since the last inspection. Effective use is now made of the local environment, school site and fieldwork enriches the geography curriculum. The subject is management is satisfactory but, as at the last inspection, there is no regular cycle of performance monitoring and evaluation to identify weakness and secure improvement.

### **History**

115. During the period of the inspection only one lesson in key stage 2 was seen. Scrutiny of the pupils' work and teachers' planning, together with discussion with pupils and their teachers indicate that the pupils' attainment is average in both key stage 1 and 2 and that overall progress is satisfactory.
116. In year R pupils are aware of change over time and can talk effectively about connections between their own lives and those of previous generations. By the age of seven many pupils can make valid distinctions between aspects of life, people and events from the past. The pupils at Key Stage 2 show an increasing knowledge about aspects of the life of past societies including the Romans and Tudors. They have a secure factual knowledge of key events and know that the past can be divided into different periods of time. They are developing effective enquiry skills and their work demonstrates that they can appropriately question and analyse the sources of evidence they use. However, opportunities are missed, in both key stages, to set progressive and demanding written tasks.
117. Pupils' work indicates that they are positive in their response. The practical events that take place, as with the Tudor day at Acton Court, offer pupils a rich experience, which they talk about with confidence. Written work, though limited in range, demonstrates interest and an active involvement.
118. In the one lesson seen, the quality of teaching was satisfactory. Work was well planned and matched to the pupils' abilities. Expectations were clear and pupils benefited from the effective use of questioning to extend and reinforce their learning. There are sound arrangements for monitoring pupils' attainment and progress, though there is scope for the more effective use of this information to set individual pupil targets.
119. Resources are improved since the last inspection and are used well to promote the pupils' progress. Good use is made of the local environment, visits and the cluster group day's, as with the recent Tudor day and previous year's Roman day. Subject management is satisfactory and has developed since the last inspection. However, there is insufficient monitoring and evaluation of the subject's progress and standards.

### **Information Communications Technology (ICT)**

120. Pupils' attainments in both key stage 1 and 2 are average. From year R pupils make satisfactory progress. By year 3 most are able to successfully enter, retrieve, amend and save information in a variety of contexts. Year 6 pupils can successfully combine text and graphics and use CD-Roms for research. Many are able to demonstrate a sense of audience and purpose, as in the presentation of poetry. Most pupils demonstrate a sound level of competence in all aspects of the National Curriculum. Overall subject standards show steady improvement since the last inspection.
121. Year R pupils are confident in simple program operations, as when using mathematics or reading software. They independently use audiotapes to support their reading and listening. By the end of key

stage 1 most pupils are competent in basic communicating and information handling skills. They can create, amend, save and retrieve text, though their awareness of the advantages of information technology in drafting and editing their work is more limited. Key stage 2 pupils can present work for a specific purpose or audience and most can successfully combine text and graphics in simple integrated documents. Pupils with special educational needs attain well for their capabilities and generally make satisfactory progress.

122. Pupils respond with interest to information technology activities, using computers and other devices with care and understanding. Many have clearly established routines and are able to load programs and follow menus independently of their teachers. Older pupils use the information technology resource effectively for research and investigative work.
123. No direct teaching was seen during the inspection. Where pupils were using computers independently or with support assistants, they were clear about their work, indicating effective planning by the teachers. Teachers' knowledge of the subject programme of study is sound and satisfactorily applied in developing information technology within different subject contexts. Effective work was seen in English, and mathematics.
124. Subject management is satisfactory but gives insufficient emphasis to the monitoring and evaluation of development. The National Curriculum programme of study requirements are now met, though assessment procedures require more specific reporting and target setting of pupils' progress in direct information technology skills. Staff development has been effective in raising the level of information technology understanding and competence. Resources, both computers and software are much improved from those at the last inspection and are now adequate to meet the pupils' needs. The school is shortly to receive further development of resources through the National Grid for Learning programme.

## **Music**

125. Attainment in key stage 1 and 2 is above average. Throughout the school pupils make good progress and overall standards in the subject have been well sustained since the last inspection. Instrumental tuition is of a good standard.
126. Pupils are given a good introduction to music in the early years and this is built upon as they move through the school. Year R pupils display a good sense of rhythm, pitch and pace when they sing and play untuned percussion instruments. By the age of 7 most are able to compose simple tunes with both tuned and untuned percussion instruments. The pupils are able to improve and record their own compositions, and to improvise both melodic and rhythmic ideas. In key stage 2 pupils effectively build upon their knowledge and skills so that by year 6 most are able to understand musical symbols and notation, performing well both in groups and solo. Appraising is well addressed and pupils have good opportunities to listen to and express their feelings and views on a wide variety of music. They understand the differences between various orchestral instruments, and appreciate tempo and timbre.
127. The pupils show positive attitudes and they have a clear enjoyment of music and the playing of musical instruments. Instruments are used correctly and treated with respect. Behaviour in lessons is good and pupils show sensitivity and support for those who are either less or more talented than themselves. Those who are learning to play an instrument can perform with confidence. In both assembly and extra-curricular activities pupils again respond positively, actively singing and showing enjoyment in their instrumental work. Group work, as in singing and the performance for a local residential home, shows effective co-operative and collaborative skill development.
128. The quality of teaching is good and very effective use, as at the last inspection, is made of specialist teaching. Significant strengths included a good level of subject expertise and the effective use of the teacher's skills to support singing and instrumental work. Activities were managed at a good pace and expectations were high. The frequent opportunities that are provided for pupils to contribute their own ideas have a positive effect on the pupils' attainment and progress. Feedback to individuals is helpful, and there is ample time for pupils to practice and improve.
129. The music curriculum is effectively planned meeting the National Curriculum requirements. Subject management is good and has been a key element in the sustaining of standards from the last inspection. Development is effectively evaluated. Resources are good and well used. The curriculum is enhanced by the opportunities for pupils to take part in formal presentations as, for example, in the regular school musical productions, local music workshops and invited performances at local civic



receptions. The school provides additional high quality instrumental tuition in violin, clarinet and guitar with specialist peripatetic teachers.

### **Physical Education**

130. At both key stage 1 and 2 pupils' attainment is average, and above average in swimming. Progress is overall satisfactory but good in swimming. Standards have been well sustained since the last inspection.
131. Year R and key stage 1 pupils are becoming increasingly confident in their body co-ordination and movement skills through dance and simple gymnastics. They are able to perform movement sequences, produce a sound range of apparatus work and begin to work co-operatively in simple team games. By the end of key stage 2 pupils are increasingly aware of the concepts of personal performance and practice to improve. In swimming many pupils demonstrate good stroke techniques and a small number of pupils are competent in the principles of personal survival. Throughout the school pupils regularly evaluate their own and each other's performance, as in the year 5 and 6 team games. These aspects of the subject programme of study were consistently addressed in planning and the lessons observed.
132. In physical education all pupils are responsive, displaying an enthusiasm and enjoyment in their activities. They readily co-operate with each other and show an appropriate awareness of the need for warm-up and recovery time during physical activity. Apparatus is used safely and responsibly, as in year R and 1, with pupils listening attentively to the teacher's commands.
133. The teaching observed in lessons was never less than satisfactory and often good. Lessons displayed detailed planning, clear objectives for the pupils' learning; high expectations and due regard for health and safety. The highlighting of notable individual and group performances, through demonstration, encourages the pupils to evaluate and improve their technique. Praise was well used to give confidence and encourage the extension of performance.
134. The subject though satisfactorily managed is insufficiently monitored, as at the last inspection. The National Curriculum requirements are met Assessment structures are sound but the knowledge of pupils' abilities could be more regularly reflected into targets for improvement. Resources, particularly small and gymnastic apparatus are good. Hard play areas are well maintained and marked and the school benefits from a good quality playing field and on-site swimming pool. Accommodation for the subject is of a high standard and has a positive impact upon the pupils' attainment and progress. Pupils also benefit from a well organised and challenging residential event for outdoor pursuits.

### **Religious Education**

135. The programme for religious education is planned in conformity with the new South Gloucestershire agreed syllabus. This was implemented in the school from September and is already having a positive impact on standards. There is a clear emphasis on Christianity, but human experience as expressed in the beliefs and customs of other world religions is given sufficient emphasis. The religious education curriculum, including assemblies, makes a positive contribution to the spiritual, moral, social and cultural development of the pupils. Most pupils attainment is in line with the requirements of the agreed syllabus and a small number in key stage 1 exceed these expectations. Progress in both key stages is satisfactory. Overall the subject standards show steady improvement since the last inspection.
136. Pupils in year R are given a good foundation course. They are able to talk openly and honestly about their thoughts and feelings in a safe and caring environment. By the age of 7 pupils have a usually good knowledge and understanding of the Christian tradition. They talk confidently about the Jewish festival of Hanuka and know that a Hanukia has 9 candles, that one is the servant candle and that Jews usually place their Hanukia in the window of their home. They also know and understand the Hindu story of Divali, the meaning of the word Diva and the significance of the diva lamps. The majority of pupils at key stage 2 have a sound understanding of the early Christian Church, the Christian Church today and Christian worship. Pupils know the story of Muhammed, the importance of the Koran and aspects of the Five Pillars of Islam. Some of their written work is insufficiently demanding, particularly in years 5 and 6, reflecting the more limited impact of the new agreed

syllabus in the planning of key stage 2.

137. Pupils are interested in their work and eager to show their knowledge. They respond well to questioning, as in assembly, and are confident in discussing their views and beliefs. Throughout the school pupils are sensitive to, and value the opinion of others. Artefacts and treasured items are well used to promote discussion in the planned lessons or on the visits which enrich the curriculum.
138. The quality of teaching seen was in the range from good to unsatisfactory but is predominantly satisfactory. Where the teaching is good it displays a high level of subject understanding and is well supported by clear lesson objectives and effective planning. Pupils are given every opportunity to reflect on and to think about how religion and religious belief touches people's lives, both in a Christian culture and those of other faiths. There is a good interaction with the pupils, expectations are high and the tasks set are demanding. In the occasional lesson where the teaching is unsatisfactory there is less attention to detail in the planning. As a result tasks are not well matched to the pupils' ability and can be either too easy or too hard. This is evident, as in year 5 and 6, where the written expectation and tasks set do not always give the opportunity for all pupils to demonstrate their full knowledge and understanding.
139. The subject is effectively managed and improved. The subject is given sufficient curriculum time. Assessment procedures are satisfactory but the guidelines of the new syllabus are not consistently used to effectively inform individual pupil learning and progress. Resources are good and particularly artefacts have been well improved by since the last inspection by prudent use of the school's budget. A range of visits and visitors effectively enriches the curriculum as with a visit to a synagogue and Hindu temple. This is a key focus for development in the coming year.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

140. The inspection was carried out by a team of four inspectors who spent the equivalent of ten inspector days in the school. During the period of the inspection fifty hours and forty one minutes were spent in making 72 observations of which 41 were direct observations of lessons or part lessons. All teachers were seen teaching at least once during the inspection and some were seen many times. Over twelve planned discussions were held with the governing body, the headteacher, individual teachers and support staff. Prior to the inspection parents' meeting was held, which was attended by 32 parents and 43 parents responded to parents' questionnaire. Assemblies and registration were also attended and the contributing playgroups were visited. All the available work of a representative sample of pupils from each year group was inspected and pupils from each year group were heard read. Discussions with pupils and staff occurred throughout the inspection. A detailed analysis was made of all the documentary evidence provided by the school both before and during the inspection.

## **DATA AND INDICATORS**

### **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	126	1	17	5

#### Teachers and classes

##### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	6.20
Number of pupils per qualified teacher:	20.32:1

##### Education support staff (YR – Y6)

Total number of education support staff:	5
Total aggregate hours worked each week:	69.0

Average class size:	25.2
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#### Financial data

Financial year:	1998/99
	£
Total Income	245562
Total Expenditure	243131
Expenditure per pupil	1841.90
Balance brought forward from previous year	4565
Balance carried forward to next year	6996

## **PARENTAL SURVEY**

Number of questionnaires sent out:	81
Number of questionnaires returned:	43

Responses (percentage of answers in each category):

Strongly agree	Agree	Neither	Disagree	Strongly disagree
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I feel the school encourages parents to play an active part in the life of the school	55.8	41.9	2.3	0.0	0.0
I would find it easy to approach the school with questions or problems to do with my child(ren)	60.5	37.2	0.0	2.3	0.0
The school handles complaints from parents well	14.0	39.5	41.9	4.7	0.0
The school gives me a clear understanding of what is taught	11.6	62.8	18.6	7.0	0.0
The school keeps me well informed about my child(ren)'s progress	20.9	58.1	14.0	7.0	0.0
The school enables my child(ren) to achieve a good standard of work	23.3	65.1	4.7	7.0	0.0
The school encourages children to get involved in more than just their daily lessons	39.5	51.2	4.7	7.0	0.0
I am satisfied with the work that my child(ren) is/are expected to do at home	20.9	46.5	25.6	4.7	2.3
The school's values and attitudes have a positive effect on my child(ren)	25.6	60.5	9.3	4.7	0.0
The school achieves high standards of good behaviour	20.9	60.5	14.0	4.7	0.0
My child(ren) like(s) their school	55.8	44.2	0.0	0.0	0.0

**Other issues raised by parents**

Not applicable

**Summary of responses**

Not applicable

