

INSPECTION REPORT

Four Acres Primary School

Withywood

LEA area: City of Bristol

Unique Reference Number: 109128

Inspection Number: 187182

Headteacher: Mr N Tuttiett

Reporting inspector: Mr C R Phillips
15941

Dates of inspection: 18th – 22nd October 1999

Under OFSTED contract number: 706944

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:	County
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Four Acres Withywood Bristol BS12 8RB
Telephone number:	(0117) 987 2474
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T Cleverley
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr C R Phillips, Registered Inspector	Science Geography History	Attainment and progress Teaching Pupils' spiritual, moral, social and cultural development Leadership and management Efficiency of the school Attendance Attitudes, behaviour and personal development Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Mrs G Tyrrell, Lay inspector		
Mr M Mackay	Mathematics Information technology Design and technology Physical education Special educational needs	
Mrs M Phillips	English Religious education Art Equal opportunities	Curriculum and assessment
Mrs C Toothill	Under-fives Music	

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MAIN FINDINGS

What the school does well

- Levels of attainment have improved in almost all subjects since the previous inspection.
- It has very good links with its parents and its links with the community are excellent.
- Provision for the pupils' spiritual, moral, social and cultural development is very good.
- It is very well managed and the staff team is hard working and committed.
- The school ethos is very good and the school is committed to helping all pupils to do well.
- It provides a very good range of extra-curricular activities for pupils.
- The contribution of classroom assistants and other helpers is very good and it makes very good use of outside specialists to support its work.
- It makes very efficient use of all its resources and its administration is excellent.

Where the school has weaknesses

Standards of attainment in English, mathematics and science and some other subjects are below average.

The pupils' speaking and listening skills are below average.

Teachers' intentions about what they want pupils to learn are not always clear.

Planning for some subjects is incomplete.

The pupils do not have sufficient independent study skills.

The school's strengths far outweigh its weaknesses. However, the governors will prepare an action plan to address the weaknesses. Copies of the action plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Four Acres is clearly an improving school. There has been a steady improvement in almost all subjects.

Standards at the end of both key stages in 1999 showed significant improvement, particularly at Key Stage 1, but English results at the end of Key Stage 2 were lower than previously. Most of the issues raised in the previous report have been addressed well. Arrangements for the assessment, recording and reporting of pupils' attainment are now much better, although they do not yet cover all subjects. The delivery of the curriculum is now carefully monitored. Standards of reading and speaking have been raised, but more work needs to be done on pupils' speaking and listening skills. Standards in physical education have improved substantially. The school is already exploring ways of addressing several of the issues raised in the present report, and is very well placed to continue improving.

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>	<i>A</i>
			<i>above average</i>	<i>B</i>
English	E	D	<i>average</i>	<i>C</i>
Mathematics	E	D	<i>below average</i>	<i>D</i>
Science	E	D	<i>well below average</i>	<i>E</i>

In the 1999 National Curriculum tests, results for 11-year-olds were well below average in each of these subjects, although in mathematics and science they showed improvement on the previous year. There is evidence from national test results in recent years of overall improvement in mathematics and science, but levels in English at this stage have not improved overall. Levels of attainment for seven-year-olds in the 1999 tests and assessments were above average for reading and science, and were average for writing and mathematics. When compared to similar schools, results at this age were well above average, overall, for reading, mathematics and science, and above average for writing. Inspection findings indicate that attainment is currently below average in mathematics and science in both key stages. It is below average in English at the end of Key Stage 1 and well below average at the end of Key Stage 2. In information technology and religious education, attainment is in line with the level expected at the end of both key stages. In their other subjects, pupils are making at least satisfactory progress in both key stages, although there is some variation in the rate of progress as they go through the school. There are considerable variations in the ability range of the various year groups as they enter the school, but their attainment levels at that point are generally well below the national average. The youngest children make sound progress, but are below average in all areas of learning by the time they are five.

Quality of teaching

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

These are overall judgements and relate to all aspects of teaching. In almost all of the lessons observed during the inspection, teaching was at least satisfactory. It was good or better in 51 per cent of lessons and very good or excellent in 25 per cent.

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	The behaviour of pupils and their attitudes to their work are generally good.
Attendance	Attendance is satisfactory and is very well monitored; a few pupils do not arrive punctually at the start of the day.
Ethos*	The ethos of the school is very good. It has a clear commitment to providing opportunities for each child and provides very good care for its pupils.
Leadership and management	The school's leadership and management are very good. It has a clear educational direction and is well supported by its governors.
Curriculum	The curriculum meets requirements for literacy and numeracy and appropriate provision is made for other subjects. Further work is needed to ensure consistency in planning and in the use of assessment.
Pupils with special educational needs	Provision for special educational needs is good and the pupils make good progress.
Spiritual, moral, social & cultural development	The pupils' spiritual, moral, social and cultural development are very good.
Staffing, resources and accommodation	The appropriately qualified and experienced teachers are very well supported by the classroom assistants and other non-teaching staff. The school uses its buildings and other resources very well. Resources are generally satisfactory and are very good for information technology.
Value for money	The school provides good value for money

**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

- The school encourages parents to play an active part in its life, handles complaints well and is approachable.
- The school gives a clear understanding of what is taught and parents are well informed about their children's progress.
- Their children enjoy going to school and are able to achieve a good standard of work.
- The school encourages the children to get involved in more than just their daily lessons and parents are satisfied with the homework given.
- The school's values and attitudes have a positive effect on their children and it achieves high standards of behaviour.

What some parents are not happy about

In their responses to the questionnaire and in comments at the parents' meeting, the parents indicated very full support for the school against each of the areas identified. The inspectors' judgement confirms this positive view.

KEY ISSUES FOR ACTION

In order to raise standards, the headteacher, staff and Governing Body should:

- focus on improvement in English, mathematics, science and the other subjects that are currently below average by:
 - improving the pupils' speaking and listening through a whole school approach to the systematic development of these skills (see paragraphs 10, 12, 21, 85, 122, 127, 137, 143);
 - ensuring that the planning for all lessons is clear about the precise intentions the teachers have for that learning activity and that these are shared with the pupils, delivered in carefully timed steps and reviewed with the pupils on a regular basis (paragraphs 29, 40, 139, 159, 163);
 - completing the planning for those subjects that have still to include specific details about how learning will be delivered and assessment undertaken (paragraphs 40, 46, 148, 159, 163); and
 - providing more opportunities for pupils to engage in independent learning or research activities (paragraphs 12, 21, 30, 51, 138, 156).

In addition to these key issues, the following less important areas for development should be considered for inclusion in the action plan:

- reading records do not provide sufficient information about how pupils can improve (paragraphs 45, 127);
- the school does not use a home-school record to encourage the involvement of parents in their children's reading (paragraphs 45, 63, 127);
- the marking policy is not always followed (paragraphs 46, 135);
- expectations about pupils' behaviour are not consistent in all classes (paragraphs 19, 31); and
- the governors' annual report to parents and the school prospectus do not include all the required information (paragraph 73).

INTRODUCTION

Characteristics of the school

1. Four Acres Primary School is a community school, whose pupils are aged 3 to 11. It is located in Withywood on the southern outskirts of Bristol. It serves an area of predominantly rented housing and is above average in size for schools of its type. It occupies buildings which are over 40 years old and which have been modified in recent years to provide accommodation for its nursery and a social services family unit.
2. The numbers of pupils have fluctuated over the years and are now fairly steady, with 276 pupils at present on roll. Of these pupils, all the children in the nursery are under the age of five, as are 23 of the children in the reception class. When they start school, children attend on a part-time basis for a short time. Almost all the children in the reception class have experience of pre-school education.
3. The percentage of pupils (45.5 per cent) entitled to free school meals is well above the national average. Levels of pupils' attainment on entry to the school are generally well below national averages. There are currently 92 pupils (38.8 per cent) included on the school's register of special educational needs, which is well above average and four pupils have statements of special educational need, which is also well above the national average. There are two pupils for whom English is not the first language.
4. The school aims to be a caring and purposeful community, which will foster the development of each child and provide a broad and balanced curriculum that not only satisfies the specific requirements of the National Curriculum but also encourages pupils to have pride in their work, develop an enthusiasm for learning and apply the skills they acquire. Its current priorities include the successful implementation of the numeracy strategy, the monitoring of the literacy strategy, ensuring curriculum balance and a range of other measures aimed at improving the quality of the school's provision.

5. Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	20	20	40

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	17	14	16
	Girls	19	18	19
	Total	36	32	35
Percentage at NC Level 2 or above	School	90 (60)	81 (57)	88 (71)
	National	82 (80)	83 (81)	87 (84)

5. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	17	17	18
	Girls	18	19	19
	Total	35	36	37
Percentage at NC Level 2 or above	School	88 (63)	90 (69)	93 (74)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	24	17	41

5. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	10	11
	Girls	9	8	9
	Total	16	18	20
Percentage at NC Level 4 or above	School	39 (41)	44 (22)	49 (35)
	National	70 (65)	69 (59)	78 (69)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	9	9
	Girls	9	7	9
	Total	14	16	18
Percentage at NC Level 4 or above	School	34 (41)	39 (35)	44 (43)
	National	68 (65)	69 (65)	75 (72)

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- 1 Percentages in parentheses refer to the year before the latest reporting year
- 2 Percentages in parentheses refer to the year before the latest reporting year

2

Attendance

Percentage of half days (sessions) missed			%
through absence for the latest complete	Authorised	School	7.4
reporting year:	Absence	National comparative data	5.7
	Unauthorised	School	0.4
	Absence	National comparative data	0.5

2

2

Exclusions

Number of exclusions of pupils (of statutory school age) during		Number
the previous year:	Fixed period	10
	Permanent	0

2

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	25
	Satisfactory or better	98
	Less than satisfactory	2

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

2

Attainment and progress

1. When they enter the school at the age of three or four, the children's standards of attainment are well below average, overall, particularly in their language skills and a significant proportion are identified as having special educational needs. By the time they leave the school at the age of eleven, the number of pupils attaining the national standard is below average for mathematics and science and well below average in English.
2. Most of the children in the reception class have entered by way of the nursery. During their time in the nursery and in reception the children make satisfactory progress in all areas of learning and begin to work and play well together in a variety of situations. They become increasingly confident in their relationships with each other and with their teachers. However, by the time they reach the age of five, few children attain the desirable learning outcomes (DLOs) for language and literacy, mathematical awareness, creative skills, knowledge and understanding of the world, personal and social development and in their physical skills, which are below average. (DLOs - Desirable learning outcomes are goals for learning for children by the time they enter compulsory education at the age of five.)
3. The results of the National Curriculum tests and assessments for Key Stage 1 in 1999 were above average, overall, for reading and science and average for writing and mathematics. These results represented a significant improvement on previous years and there are clear indications of overall improvement in each of the subjects over the last few years. The numbers of pupils attaining higher grades in these subjects in the most recent year were above average in mathematics, below average in reading and writing and well below average in science. When compared with schools of broadly similar intake, overall standards in reading, mathematics and science were well above average and in writing were above average.
4. In 1999, the National Curriculum test results at the end of Key Stage 2 were well below average in English, mathematics and science. At this key stage, results for the higher grades were below average in science and well below average in English and mathematics. Comparisons with schools of similar intake indicate that overall standards in English, mathematics and science were below average. However, a significant number of pupils who come to the school, part of the way through their primary schooling, are ungraded at the time of the national tests but are included in the statistics and this has a significant negative effect on the school's overall results. Over a four-year period, results in mathematics and science have shown clear improvement overall, but results in English have not appreciably improved. There is no marked difference between the results of girls and boys in either key stage.
5. Inspection findings indicate that the attainment of the majority of seven-year-olds is currently below average in English, mathematics and science. For eleven-year-olds, it is well below average in English and below average in mathematics and science. The pupils' attainment at the end of Key Stage 1 is below average in reading, writing, speaking and listening. By the end of Key Stage 2, attainment is below average in reading and well below average in writing, speaking and listening. In mathematics, the pupils become increasingly confident in handling numbers as they go through the school, but older pupils are not sufficiently able to devise strategies to tackle a range of problems. In science, the pupils show an appropriate grasp of scientific vocabulary and know how to classify materials, but their understanding of scientific method is limited. The pupils'

standards of literacy and numeracy are generally below average. For many pupils, limited language skills restrict attainment in most subjects. However, there are significant variations in levels of attainment between year groups, because of the considerable differences between their overall standards on entry to the school.

6. Standards of attainment in information technology are in line with national expectations at the end of both key stages. Pupils show, for example, developing ability to generate and amend text and to make appropriate use of control software, but are less confident in handling data. In religious education, attainment is currently in line with the expectations of the local agreed syllabus at the end of both key stages. The pupils are developing sound awareness of themselves and sensitivity to the needs and beliefs of others and their knowledge of Christianity and the other traditions they encounter is satisfactory.
7. In their other subjects, the pupils generally make at least satisfactory progress through the school. In design and technology, the pupils' progress is satisfactory. They are beginning to understand the design process, although their plans and the range of construction techniques they use are limited. In geography, they make sound progress, acquiring useful map work skills and developing a satisfactory awareness of their own and other localities as they move through the school. In history, they make sound progress, showing satisfactory gains in knowledge of the periods they study and becoming used to looking at evidence about the past. In all subjects, they are encouraged to use correct terminology, although they have limited opportunities for the development of independent study skills and many find it difficult to engage in informed discussion. In art, the pupils make sound progress in Key Stage 1 and good progress in Key Stage 2, becoming confident in a wide range of media and techniques. In music, they make satisfactory progress, sing tunefully and show an appropriate sense of rhythm. Their listening and composing skills develop soundly. In physical education, the pupils make at least satisfactory progress, overall, in Key Stage 1. In Key Stage 2, they make satisfactory progress in games skills and very good progress in gymnastics, swimming and dance.
8. The pupils' standards of attainment on entry to the school are well below the national average. They make sound progress in all aspects of learning in the nursery and the reception class and satisfactory progress, overall, in both key stages. By the time they leave for secondary school, they attain levels that are currently below average in mathematics and science and well below average in English, but have shown improvement through the school. They make good progress in information technology, art and physical education and at least satisfactory progress in their other subjects. In spite of the considerable variations between year groups, the overall progress that pupils make during their time in the school is satisfactory.
9. Most pupils with special educational needs achieve high standards in relation to their previous levels of attainment and make good progress, and sometimes very good progress, towards the targets described in their individual education plans. They do so particularly because the quality of teaching for the pupils in the special support classes and in small withdrawal groups is usually good or better.
10. Since the previous inspection, overall standards of attainment in most subjects have improved significantly, as indicated by the improving results in National Curriculum tests and assessments.

15.

15. **Attitudes, behaviour and personal development**

11. Most pupils display good attitudes to learning and there is a generally purposeful atmosphere within the school. All pupils display interest and sustain concentration where teaching methods and class organisation ensure motivation. However, a minority of pupils find it difficult to settle to work quickly unless their attention is immediately grasped and time spent dealing with these

pupils can mean that learning is sometimes interrupted for others.

12. The pupils who have special educational needs have good attitudes to learning because the teaching is well matched to their needs and enables the pupils to have access to the whole curriculum. The pupils are well behaved because the teaching is well organised and interesting. Their personal development is good and sometimes very good because the school includes all pupils in every aspect of its life. In particular, its provision for extra-curricular activities helps pupils with special needs to develop good personal skills and raises their self-esteem.
13. The children who are under five generally have positive attitudes to their work and to each other. They take part willingly in class activities and move purposefully and sensibly between activity areas. The children take care of classroom resources. They generally listen carefully to the teacher and follow instructions. Behaviour is satisfactory and can be good on occasions. The children settle quickly to work. Most of the children have low levels of concentration and can get easily distracted and restless. Many of them find difficulty in relating socially in class activities, but the sensitive management of the nursery and the reception class works positively in assisting the children to learn to manage their behaviour and develop growing awareness of the needs and feelings of others.
14. Behaviour elsewhere in the school is generally good. In some lessons, a small number of pupils present challenging behaviour and where teachers deal with this skilfully it is not disruptive. However, in those classes where teachers do not deal with this behaviour successfully, it can upset the pace of lessons. Behaviour in the playgrounds is noisy and boisterous, but is not allowed to get out of hand. The pupils are polite to visitors, often holding doors open and standing aside to let them pass. There is no evidence of any serious bullying. There has been a significant number of temporary exclusions in the past year, but this has usually resulted in improved behaviour by the pupils concerned.
15. There are generally good relationships throughout the school. The pupils respect teachers and other members of staff and usually address them politely. They often work well together in pairs and groups, especially where staff have taken care with social groupings.
16. The pupils sometimes lack confidence when participating in discussions or offering opinions, because of their underdeveloped speaking and listening skills. There is evidence that some pupils are beginning to acquire the skills necessary to undertake independent work, but opportunities for this are limited, particularly because all of the teachers are conscious of the need to develop good working patterns and standards of discipline early in the school year. The pupils are given some responsibilities within the school community, as, for instance, when older pupils assist younger ones at the lunch table or working on computers, or pupils operate equipment during activities such as assemblies. They also display responsible attitudes to the wider community by participating in fund-raising events for various charities.
17. Good attitudes to work and standards of behaviour and discipline have generally been maintained since the previous inspection.

22. **Attendance**

18. Attendance levels have risen over the last eighteen months. They are now satisfactory, since they are in line with national averages and the number of unauthorised absences is also similar to that in primary schools across the country.

19. Most pupils arrive on time and registration periods are started promptly. However, there is a small minority who arrive after registration has started and this prevents a prompt and efficient start to the day and can cause difficulties for class teachers in the marking of registers. Registers are efficiently completed and absences are promptly dealt with.
20. However, once lessons have started, movement around school is generally brisk and orderly and most lessons start and end on time.
21. Attendance levels have risen noticeably since the previous inspection, and the rate of unauthorised absences is greatly improved.

QUALITY OF EDUCATION PROVIDED

Teaching

22. The overall quality of teaching for the under-fives and in both key stages is satisfactory, with many examples of teaching that is good. About a quarter of the lessons observed during the inspection were very good or excellent and about a half of all lessons were good or better.
23. The teaching of children who are under five is at least satisfactory and is often good. The teachers have a good understanding of the needs of the children and time and resources are used well. The staff have high expectations of the children and this is reflected in the general quality of the work and the progress made by most of the children. Planning for the under fives is satisfactory in all the areas of learning and medium and short-term plans are adequate in both classes. The organisation of work provides a broad and stimulating curriculum. Support staff are of a high quality and are used well to support the children's learning and monitor their progress. The teachers make good use of the information gained from the children's entry assessment to inform planning. Staff use a range of assessment procedures satisfactorily in the classroom to ensure that children have access to a balanced range of activities and to monitor their attainment and progress over a range of skills.
24. The teachers throughout the school are secure in their knowledge and understanding of most subjects of the curriculum and, as a staff team, they share considerable subject expertise and experience. All teachers work hard in preparing their lessons within the overall planning scheme for the school and the teachers are clear about the general purpose of each lesson. The quality of planning is satisfactory, overall, but there are variations in planning when translating the general aim into specific intentions about what the pupils should know or be able to do as a result of the planned activity. The teachers generally provide good explanations of the tasks required of the pupils. Their planning usually takes account of the range of capabilities in each class. There is an appropriate pace to most lessons, which is achieved usually by regular reminders to pupils of the need to move on in their work. Teachers achieve this in some lessons by the planning of shorter, timed tasks, the regular completion of which provides pupils with a sense of achievement as well as ensuring a brisk pace. The teachers use a good range of questioning skills and also reinforce learning when they review work with the pupils. The teachers know and generally manage their pupils well. They are well supported by the classroom assistants and by parents and other voluntary helpers.
25. Throughout the school, a useful range of approaches to classroom organisation is employed and class, group and individual working are used appropriately to suit different tasks. However, most

of the learning is focused on the teacher and there are insufficient opportunities at present for pupils to engage in independent, investigative styles of learning. The teachers communicate well with their classroom assistants and the assistants and voluntary helpers make a valuable contribution to learning throughout the school. The available resources are used effectively to support the pupils' learning.

26. In the most effective lessons, such as literacy sessions in several classes, a science lesson in Year 5 and an art lesson in Year 2/3, the teachers' organisation and subject knowledge were very good and they engaged the pupils' interest fully, providing high expectations for work and behaviour for pupils of all attainment levels. In these lessons, the teachers assess their pupils continually, monitoring them carefully as they work. They know when to intervene and challenge the pupils by asking carefully considered questions to develop their understanding and knowledge. The teachers' clear knowledge and understanding give them confidence to teach imaginatively and to inspire the pupils to respond at a good level to the experiences offered. Lessons taken by visiting specialists in music, gymnastics and dance were sharply focused on the improvement of specific skills, moved at a brisk pace and involved the pupils completely throughout. In the few instances where aspects of teaching were less than satisfactory, instructions were not clear, activities were not sufficiently linked to the attainment levels of the pupils, or ineffective strategies were used to ensure that pupils paid attention or concentrated on the task set.
27. The national literacy hour has been generally well introduced. Arrangements for the delivery of the numeracy strategy are also in hand and should ensure its satisfactory introduction. Throughout the school, the teachers have a good knowledge of the requirements of the National Curriculum and this is generally evident in their planning. They undertake regular, informal assessment of the pupils' work. Work is usually marked regularly, but does not always indicate how improvement can be made. More detailed formal assessment takes place in English, mathematics and science.
28. The quality of teaching for pupils with special educational needs is good, overall, particularly in the mixed classes for Years 2 and 3 and Years 4 and 5. It is very good in the small group withdrawal lessons provided for the older pupils where, for example, the teaching is very well matched to the pupils' needs and is well informed by the learning objectives in their individual education plans. This is highly motivating and helps to develop pupils' self-esteem very well.
29. The school is currently reviewing its provision for homework as part of the development of a home-school contract. At present, arrangements for homework vary between classes, but parents are generally satisfied with the provision. All pupils take home reading books on a regular basis and many have spellings and tables to learn. Older pupils are given further work to do, such as research activities, but this provision is insufficiently regular and systematic. This should be addressed by the introduction of the school's new homework policy.
30. There has been improvement in the quality of the planning and in the overall standards of teaching since the previous inspection. However, there is still some variation in the planning relating to specific intentions for learning and the provision of opportunities for assessment.
35. **The curriculum and assessment**
31. The school provides a broad, relevant and interesting curriculum, which is balanced to meet the requirements of the National Curriculum, the local agreed syllabus for religious education and the aims of the school. The areas of English and mathematics are given considerable importance, with literacy and numeracy having particular prominence. The provision for religious education and information technology has improved since the previous inspection and these subjects now

have good provision as the two new core areas, because the time allocation for religious education is being increased. Since the previous inspection, provision for physical education has been increased and now meets National Curriculum requirements. The range and regularity of teaching for science, music and design technology are sufficient, as is the range of writing activities covered. The school has ensured that subjects other than those that form the core of the National Curriculum remain an important part of the curriculum and carefully linked units of work provide an enjoyable educational experience for the pupils. This is a considerable improvement from the previous inspection. The school regularly reviews the breadth and balance of the curriculum.

32. Provision for the under-fives is good. The children experience a well-structured and well-organised curriculum. The school follows the local authority's baseline assessment procedures. A clear planning system, recently reviewed and improved, is based on the desirable learning outcomes and on the emerging National Curriculum. It ensures continuity and progression in learning in the early years and the weekly and daily planning available at the time of the inspection, particularly in the nursery, includes specific learning outcomes on which to base the careful assessment of the children's progress.
33. All pupils have equal access to the curriculum. The school makes good provision for pupils with special educational needs and fulfils the requirements of the Code of Practice. They receive a full range of learning experiences to promote their attainment, progress and personal development. Individual education plans for these pupils are used well and ensure that work is appropriate to their needs and attainment levels. Clearly identified and specific targets are reviewed regularly and parents are fully involved in the process. There are two classes for pupils with low attainment and their curriculum is modified well to meet their needs. Classroom assistants also support pupils with special educational needs, mainly in their classroom, which allows them equal access to the curriculum. Some pupils are withdrawn for very short periods to address their specific needs and are taught effectively by a support teacher. Good use is made of specialist support from outside agencies.
34. The introduction of work linked to the national priorities for literacy and numeracy is helping to ensure that the curriculum in these areas is sufficiently challenging for all pupils. Provision for personal and social education, including drugs awareness and sex education, is made within the planned curriculum. Personal and social skills are developed very well through this programme, by the general ethos of the school and through the use of circle time.
35. The school has given much careful thought to the planning and assessment of learning and the way in which these aspects are linked. Good progress has been made in curriculum planning since the previous inspection. Coverage of the National Curriculum is ensured by an overview of the outline content for each subject, high quality policy statements and detailed schemes of work, which are now in place for all subjects. Some of these national and local guidelines have been introduced recently and are not yet well established as tools for planning, but they are beginning to have a positive impact on learning. However, in religious education, history, geography and design technology, no detailed school planning has yet been completed to ensure continuity and progression of learning from one class to another or to ensure that work is planned and assessed for groups of differing levels of attainment. There is a consistent system of weekly planning for literacy, numeracy and music. However, the individual weekly planning for other subjects does not always provide sufficiently specific learning intentions for many lessons. As a result, the learning intentions in some individual lessons are too broad, leading to a lack of clarity in the lesson, some lack of pace and making more difficult the assessment of what the pupils know and can do. Procedures for improving and reinforcing the pupils' speaking and listening skills are not used consistently throughout the school.

36. The development of the role of the literacy and numeracy coordinators is having a positive impact. All of the teachers are working to agreed action plans in introducing the literacy and numeracy strategies. The literacy hour has been introduced well and the pattern for the numeracy hour is already established, but both have still to take full effect. The role of the curriculum coordinators in the school is being developed well, with plans for them to monitor the pupils' work. Some monitoring of teaching has been completed by coordinators. The headteacher monitors very closely the delivery of the curriculum in the classroom, to known and agreed criteria.
37. There is a curriculum sub-committee of governors, which is kept fully informed about work in the subjects and assists in developing and reviewing policies. The overall monitoring of the curriculum by the governors in their strategic role is developing very well. Literacy and numeracy governors have been appointed and the role of the governor with responsibility for special educational needs is well established. Each governor is linked to both a class and a subject of the curriculum and is well informed. They each have a clear and supportive role in monitoring the delivery of the curriculum and there is a clear process for the Governing Body to monitor the results of national tests. The governors are closely involved in the setting and monitoring of targets for future years and are informed about the targets for individual pupils within each class.
38. Most parents are happy with the arrangements for homework. The school welcomes the contribution most parents make in supporting their children's work at home, but the provision of homework has only a limited impact on attainment and progress at present. The school is currently developing a new homework policy as part of its home-school contract. There are useful links with local secondary schools, so that pupils are well prepared for the next stage of education.
39. Specialist teachers who visit the school regularly and teach music, gymnastics and tap dancing make a very strong contribution to high standards in their subjects. The curriculum is enriched by a very wide range of extra-curricular activities, which involve many pupils and staff. These include opportunities for sport, including games against other schools, and for music, through a choir and through school and local productions. Other clubs, held at lunchtime and after school, include art, drama, French and Spanish conversation and country dancing. Visitors and visits are very well used resources and make an effective contribution to the social and cultural development of pupils as well as to their learning. All pupils have the opportunity to take part in residential visits.
40. There are well-established procedures for the assessment of the children on their entry to school and the information gained is built on carefully. The school complies with statutory requirements for assessing pupils' achievements in the core areas of English, mathematics and science and uses the results of these very well to improve standards. Assessment for pupils with special educational needs fulfils statutory requirements and the pupils with statements have individual action plans that contribute positively to their progress. There is a useful reading record at Key Stage 1, but no record of reading that is used consistently throughout the school to highlight specific attainment and progress within this area of English. There is no home-school reading record to encourage the support of parents in their child's learning.
41. Since the previous inspection, the assessment of what all pupils know and can do is improved and the information gained about what the pupils have learned in each lesson is often used by many teachers in planning further work in many subjects, particularly in English, mathematics and science. This area of the school's work is well coordinated and there is a very clearly developed and agreed system throughout the school, which is linked to the planning cycle. Very effective procedures for the manageable assessment and recording of important learning activities in English, mathematics and science have been introduced. Formal assessment procedures for the core areas of information technology and religious education and for most foundation subjects are

not yet developed. Opportunities for assessment are identified in some of the school schemes of work, but are not present for those subjects where no school-specific medium-term plans have been written, such as history, geography, religious education and design technology. The teachers usually talk to their pupils in a supportive way about their work and know their needs well. They often check the pupils' understanding during lessons and give feedback to the pupils about their progress. Most pupils' work is marked regularly and teachers' written comments, which indicate to the pupils how they can make further progress, are now being used more consistently, which is an improvement since the previous inspection. There is evidence of pupils in each class being involved in the assessment of their own work and working towards their own targets in English and other areas.

42. Good use is made of the results of the national tests in identifying areas for improvement and setting new targets. School folders and pupils' progress books contain much well marked and well moderated work in English, mathematics and science and also in other subjects. The monitoring and tracking of pupils' progress in these areas is developing well. The teachers make consistent judgments when assessing their pupils' work, based on their regular practice and the use of available national guidance.

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

43. The provision the school makes for the pupils' spiritual, moral, social and cultural development is very good and is one of its particular strengths. The many opportunities provided for the pupils' personal development help to enrich the quality of education and standards of achievement.
44. The pupils' spiritual development is fostered very well in assemblies and throughout the curriculum. The daily acts of collective worship provide very good opportunities for pupils to sing, listen to a range of stories told by senior staff or visiting speakers, and reflect on important issues. The assemblies are seen as an important part of school life and are carefully planned and prepared, in accordance with a programme of weekly themes. Within the context of broadly Christian worship and in line with statutory requirements, they provide a good educational experience, to which the pupils respond very well. One pupil is currently withdrawn from collective worship. In religious education and other subjects, the pupils learn about beliefs and values. Good opportunities occur in subjects such as English, science and art for pupils to reflect on spiritual issues and to wonder at the world they are discovering, but, as at the time of the previous inspection, opportunities for reflection are not always used fully. The pupils learn to express and share personal feelings as they progress through the school, particularly during circle time.
45. The school promotes high moral standards. Teaching and non-teaching staff generally set a very good example by valuing the pupils' ideas, celebrating their achievements and fostering positive values. Moral issues are covered in the curriculum and in assemblies and the pupils are taught to understand the difference between right and wrong. The clear moral ethos of the school, supported by the well-established approach to discipline and responsibility, creates a climate within which the pupils develop increasing awareness of moral issues. The constant emphasis on the school's values and the positive reinforcement of good attitudes and behaviour through activities such as the Friday assemblies ensure very good provision for the pupils' moral development.
46. Very good provision is also made for the pupils' social development. The positive, caring ethos of the school promotes good relationships. Careful attention is given to the teaching of social skills, particularly for the youngest children. Adults who work in the school, including many parents and other volunteers, provide good role models of social and personal behaviour. There are many opportunities for pupils to contribute to the life of the school and its community. All pupils are expected to take responsibility for class routines and the oldest pupils have a wide range of whole

school responsibilities. The need for close control of the behaviour of some pupils sometimes limits opportunities for pupils to work collaboratively or develop initiative in lessons. The limited language skills of many pupils make it difficult to provide sufficient opportunities for older pupils to engage in independent study or research activities. The pupils' social awareness is encouraged through regular involvement in fund raising for charity and through many aspects of the curriculum, as when they consider ways of improving aspects of the local community in geography. The social development of all pupils is enhanced by the opportunities provided for a wide range of educational visits and the very good provision for extra-curricular activities.

47. The school makes very good provision to extend the pupils' knowledge of their own and other cultural traditions. The pupils' cultural experiences have been enriched through visits to places of historical interest and places such as the Royal Festival Hall and the Royal Academy. They also gain valuable experience through poetry, through the work of famous artists and through their involvement in productions and concerts, both in school and in professional theatres. The pupils learn about cultural diversity through, for example, their work in art, history and music, and through the careful consideration of a range of religious and cultural practices in religious education. The school's links with a creative arts project have enabled the pupils to experience dance and music from several parts of the world.

52. Support, guidance and pupils' welfare

48. Personal support and guidance for pupils are very good. All staff know the pupils and their backgrounds very well and pupils are happy to approach both teaching and non-teaching staff with confidence that personal problems or concerns will be addressed sensitively.
49. Assessment procedures are generally satisfactory and there are good systems in place to monitor pupils' progress. The school has, therefore, been making efforts to address the key issue regarding assessment procedures mentioned in the previous inspection report.
50. The school has devised very good systems for monitoring the progress and personal development of pupils with special educational needs and the support provided is very good. The records for pupils are kept meticulously and provide a good range of evidence which teachers can call upon when determining the support required for each pupil. The school makes good use of outside agencies.
51. The school has worked very hard to promote the importance of regular and prompt attendance, with some success. Both the prospectus and regular newsletters include reminders about attendance and punctuality. Registers are marked regularly and correctly and returned to the office after each registration period. The secretary makes immediate telephone calls to parents if the reasons for a pupil's absence have not been given. The headteacher also works closely with the educational welfare officer who visits the school weekly. The school served breakfast at school on the morning of the standard assessment tasks and is considering setting up a permanent breakfast club in order to contribute to a prompt start to the day. The action taken to improve the rates of attendance and lower the rates of unauthorised absence has been excellent.
52. The school is making good efforts to promote acceptable standards of behaviour and discipline. Almost all parents who responded to the pre-inspection survey believe that the school achieves a high standard of good behaviour. There are clear written policies on behaviour and to prevent bullying and members of staff are conscientious in their supervision of whole-school activities such as assembly and lunchtimes. Pupils are aware of the systems in place and generally respect them. There have been a number of fixed term exclusions over the past twelve months but this

measure is used only as a last resort and only after a clearly understood series of warnings.

53. There is close liaison between the school nursery and the social services family unit situated on the school site. Most pupils in the main school have attended the nursery and this helps to ease their move into full-time education. Year 6 pupils spend a week at a local secondary school during the summer term and members of staff liaise to ensure that these pupils experience a smooth transfer.
54. The headteacher is the designated person with responsibility for child protection issues. He has undertaken training in this area and detailed written guidelines ensure that other members of staff are kept aware of procedures. Appropriate links are in place with external support agencies. There are comprehensive guidelines regarding personal and social education, including sex education, and the coordinator has been seeking the views of other members of staff as to the most successful way of ensuring continuity throughout the school.
55. The school takes a responsible attitude to matters of health and safety, ensuring that regular risk assessments are carried out. There are regular fire drills, and emergency equipment is tested and maintained regularly. Accident books are completed regularly and several members of staff have received first aid training.
56. Almost all parents who attended the parents' meeting or returned questionnaires feel that the school provides a safe, caring environment.

61. **Partnership with parents and the community**

57. The school works hard to maintain the effective links with parents noted at the time of the previous inspection. Information provided for parents by the school is very good. There is an informative prospectus and frequent informal newsletters. The school has sought parents' views in drawing up its home-school agreement, which is about to be put into action. Annual written reports to parents are of a high standard. There is clear information about work covered in all subjects, suggestions for targets for the future and comments about pupils' behaviour. The headteacher contributes to all reports and there is an opportunity for parents to comment on the information received. There are suitable follow-up meetings and parents are also happy to approach staff on an informal basis.
58. The school welcomes parents and makes efforts to involve them in the education of their children. Parents are generally very supportive of the school. Almost all parents who attended the parents' meeting or returned questionnaires feel that the school gives them a clear understanding of what is being taught and that they are kept well informed about their children's progress. Some parents would like information in advance of the topics their children are going to be studying. Parents are generally happy with the levels of homework set. The school does not at present use a home-school reading record. Parents generally are unaware of the provision the school makes for drugs awareness. There is a hard-working parents' group, which raises useful sums of money for the school and parent governors are firmly committed to the future success of the school.
59. The school provides parents who have children with special educational needs with very good information about their children's progress and well-being. The parents are involved in reviews of progress and are consulted when teachers draw up individual education plans. The school has forged links with a number of outside community agencies, which are having a very positive impact upon the level of provision it offers. For example, it works closely with social services family unit and with the speech therapy project. Relationships between the school and these

agencies are very good. This has ensured that extra resources are provided within the school so that pupils do not have to travel out of the area to receive the support they need.

60. The inspection team agrees with the views of staff, governors and those parents who expressed an opinion that the school occupies an important place in the local community.
61. Since the time of the previous inspection every effort has been made to widen pupils' horizons by arranging interesting and imaginative trips and there are frequent visitors to the school. Amongst other things, pupils have attended concerts and workshops by the London Philharmonic Orchestra at the Royal Festival Hall, London, taken part in an art workshop run by the Royal Academy of Art and members of the English National Ballet company came to school to run a ballet workshop. Pupils take part in local music and dance competitions and festivals and there have been visits from groups of Indian and African dancers. The jazz dance group has performed at the local arts festival and in professional theatres and the school's art has been exhibited at the Royal West of England Academy. There are residential trips organised to Cheddar, including one for Year 6, which was designated as a study trip to prepare pupils for the standard assessment tests. All these experiences make excellent and valuable contributions to the pupils' learning and life experiences.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

62. The school has a very positive ethos, which stems from its firm commitment to providing opportunity for all pupils to succeed within a caring community and a pleasant environment. It has a very clear sense of educational direction. The headteacher provides very good leadership and is well supported by the deputy headteacher and other staff, and by the governors. The management of the school is typified by an innovative approach to its development and to the provision of opportunity for all pupils.
63. The members of the Governing Body have a very good knowledge of the school and are clearly committed to its support and development. They discharge their duties through an appropriate structure of committees, the members of which are well informed about the relevant aspects of school life. Responsibility for monitoring and supporting the provision for pupils with special educational needs and of literacy and numeracy has been allocated appropriately to individual governors and governors have regular contact with the daily life of the school.
64. The school has an effective senior management team, which includes the headteacher, deputy headteacher and a senior colleague, with other responsibility holders sharing in the general management of the school. The school's management structure helps to ensure that all staff are involved appropriately in decision-making and that the school is well run. The school's aims, values and policies are generally implemented consistently. It has systems and practices in place that ensure that the day-to-day life of the school is well-ordered and provides a good context for learning. Subject coordinators have a clear role in the organisation and delivery of the curriculum. They attend relevant in-service training courses, draw up policies and planning frameworks for their subjects and offer good support to their colleagues. The headteacher undertakes regular monitoring of classroom provision. The subject coordinators have the opportunity to see the teachers' planning for their subjects, but do not monitor it formally and are not expected to monitor teaching or undertake reviews of the pupils' work. Careful records of pupils' progress are maintained by teachers and by the headteacher and all pupils are well known individually.

65. The school development plan is a practical document, which is properly focused on the improvement of standards in the curriculum, whilst also including matters related to areas such as staffing and premises. It provides sufficient detail about the priorities agreed and about the cost implications. Individual governors are involved in the identification of priorities through the various committees, but are not directly involved in the formulation of the development plan. However, responsibility for the approval of the plan and its subsequent evaluation lies clearly with the Governing Body, and they are well informed about its progress.
66. The teaching and non-teaching staff support each other well and have a clear sense of common purpose, working very well as a team. Relationships between the staff and the pupils are generally good. The management of special educational needs provision at the school is very good. The links the Governing Body and the headteacher have forged with outside agencies allow the school to channel very effectively, to those pupils who need them, the additional resources and specialist support the agencies have to offer. The special needs coordinator ensures that the Code of Practice for special needs provision is fully implemented. The Governing Body, through its nominated governor, supports and monitors the provision effectively.
67. The school promotes equal opportunities for all its pupils, so that, for instance, all activities such as rugby, dance and choir make appropriate provision for both girls and boys. There have been no significant differences in the results achieved by boys and girls in National Curriculum tests in recent years.
68. The statutory requirements for the National Curriculum and the local agreed syllabus for religious education are met. There are no current health and safety concerns. The school prospectus and the governors' annual report to parents contain almost all of the required details, but the prospectus omits a few items, such as rates of absence and national assessment figures.

73.

73. **Staffing, accommodation and learning resources**

69. The school has sufficient, suitably qualified teachers to teach the subjects of the National Curriculum and religious education effectively. Most of the teachers have more than five years experience, but the three most recently appointed are newly qualified teachers. They benefit from the good arrangements the school has for helping new members of the staff take up their roles quickly and effectively. The school makes very effective use of a number of visiting specialist teachers to enhance its provision in music, physical education and special educational needs.
70. The match of the number, qualifications and experience of support staff to the demands of the curriculum is good. Teachers and classroom support staff work well together to provide a good level of support to pupils, particularly for those who have special educational needs. This partnership is contributing to the steady improvement in standards at the school and ensures that most pupils make good progress in their learning. The governors, the headteacher and the special needs coordinator have established effective joint projects with a number of other agencies, including the family unit and the speech therapy project. This has been instrumental in improving the provision for pupils at the school who have special educational needs.
71. The school's arrangements for the appraisal of its teachers are effective and meet statutory requirements. The headteacher and teaching staff make good use of opportunities during annual professional discussions to review job descriptions and identify how teaching may be strengthened. The school has good arrangements for meeting the professional development needs of staff. It makes good use of its development plan to inform decisions on how best to use training opportunities. It has, for example, made effective use of training opportunities to prepare staff for

the current national initiatives in literacy and numeracy, which are helping to raise standards in English and mathematics.

72. There are sufficient teachers with the necessary experience and skills to teach the curriculum and meet the needs of the pupils with learning difficulties. The school provides a good level of additional classroom aid to teachers through learning support staff. The accommodation is good. As well as the speech therapy room and the family unit, two classrooms are set aside as areas for teaching pupils with special needs. The resources the school has for special needs are adequate in most areas and very good in relation to speech therapy.
73. Although the accommodation is not well adapted to the needs of pupils with limited mobility it is, in other respects, very good. It provides ample teaching space for the full range of learning activities. There are a number of shared areas, which are well used, such as a computer suite, a library, a food technology room and two halls. The school has sufficient space to enable it to act as host to a number of agencies such as the family unit and the speech therapy project. The school secures considerable benefits for its pupils from its association with these agencies. It also makes rooms available to parent helpers, who make a significant contribution to the pupils' learning.
74. The provision for indoor play is good, especially for children in the nursery and the reception class. There is a secure, well furnished outdoor play area for children under the age of five in the nursery, but that designated for those in the reception class lacks furniture and suitable playground markings. The playing field and playgrounds, although not attractively furnished, provide useful spaces for physical activities and for work in other subjects such as science and geography.
75. The school's resources for learning are at least satisfactory and are good for some areas of the curriculum. For example, the pupils' learning in music and physical education is well supported by the available resources and is very well supported in information technology. The library provides a useful resource for non-fiction books and is fairly well stocked with an appropriate range of books for most subjects. Most of the books in the library and in classrooms are in good condition. The school is very well equipped in terms of information technology hardware and its collection of software is developing well. The extensive use of visits and visitors provides a valuable extra resource for learning.

80. **The efficiency of the school**

76. The Governing Body has an effective structure of sub-committees, which helps to ensure that governors fulfil their strategic role in financial planning. They are supported in this by a useful development plan, which is focused clearly on curriculum needs and includes costings, timescales and indications of how the success of developments is to be judged. It is carefully evaluated and the governors review each year the outcomes of the spending decisions they have made. Financial planning is guided by the headteacher and the school secretary and is of high quality, enabling the school to make clear and relevant decisions about spending, which are based on accurate financial information. This was particularly important when the school faced substantial reductions in its budget at the beginning of the present financial year, as a result of which significant changes had to be made in staffing and the structure of classes.
77. Staffing and other costs per pupil are above national norms, but the school makes very good use of all the resources available to it. There are clear lines of responsibility and, for example, subject coordinators have an appropriate level of delegated responsibility for identifying needs within their own subject areas. Teachers and other staff are well deployed. Non-teaching assistants have a key

role in the school, are well involved in all the classes in which they are used and clearly help to enhance the learning of pupils throughout the school. The equipment, books and other learning resources available to the school are very well deployed and are well cared for. Efficient use is made of the school's accommodation and of the time available in and beyond the school day. The school also seeks and makes effective use of resources available for special projects, enabling it to continue to develop in spite of the financial restrictions it faces.

78. Systems of financial control are very good. Responsibilities are clear and administrative support is excellent. Routines and procedures are carried out efficiently and unobtrusively. They support the central purpose of the school and release teachers to focus on pupils. The most recent audit found that financial procedures are sound and the few matters of detail reported then have been addressed appropriately by the school. Funds received by the school for training or for the support of pupils who have special needs are all appropriately identified and are very well deployed. The school is very efficient in the way it organises the provision for special needs. It makes very good use of its links with external agencies and keeps meticulous records of the pupils' educational progress, which allows it to compete successfully for funding. It deploys its staff and resources well to meet the needs of these pupils.
79. The school promotes positive attitudes to learning and good behaviour. Levels of attainment by the time pupils leave the school are currently below the national average in almost all subjects and well below average in English, but there are clear indications of improvement, overall, in recent years, with marked improvement in some subjects. Although costs are well above average when compared to national figures, the pupils make at least satisfactory progress through the school and, when this is considered against the low levels of attainment at which they enter the school and the significant deprivation of the area, it is clear that the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

80. The school makes good provision for children under five in the nursery and reception classes. Children enter the reception class at the beginning of the school year in which they have their fifth birthday, although most of them will have experience of pre-school education in the school nursery. Almost all of the children enter the school with levels of attainment in all the areas of learning which are well below those expected for their age. Their attainment in language is well below average, and their speaking and listening skills are underdeveloped. The children make satisfactory progress, overall, in all the areas of learning throughout the nursery and the reception class, but, because of their low levels of attainment on entry, only a few will reach the desirable learning outcomes in any areas by the age of five.

81. The quality of teaching, overall, in the nursery and reception classes is satisfactory. There is some good teaching in both classes and during the inspection some very good lessons were seen in the nursery. The teachers have a good understanding of the needs of the children and time and resources are used well in both classes. All staff in both classes have good relationships with the children and promote high expectations. This is reflected in the quality of the work and the steady progress made by most of the children. The organisation of work in both classes is satisfactory and provides a wide and stimulating variety of learning activities. Planning for the under fives is satisfactory overall, and the planning seen in the nursery during the inspection was good. Satisfactory assessment procedures are in place and the information gained is used appropriately to plan working groups and learning activities to meet the needs of individual children and monitor their progress. Since the previous inspection, the school has maintained the good quality of provision for the under fives and has taken steps to address satisfactorily the key issue of using assessment on entry to ensure better informed planning.

86. **Personal and social development**

82. The children make satisfactory progress in this area of learning, although many still have poor levels of concentration and find difficulty in relating socially in classroom activities. By the age of five, their level of attainment in personal and social development is below that expected nationally.

83. In both the nursery and reception class, children are made welcome and are encouraged to persevere with tasks and sustain concentration. They take part in social activities and put equipment away carefully. They are given limited responsibility, including taking the register to the office, share resources and take turns in games. The children move sensibly between activities in both the nursery and reception class and also to assembly and the dining hall.

84. All the adults in both classes help to provide a warm and caring environment, and relate well to the children. They support and monitor the children carefully in their choice of activities, enabling them to make decisions and helping them to deal with either pleasure or disappointment at what they do.

85. Both classes create an atmosphere of mutual trust and respect, within which the children are given many opportunities to develop positive relationships with adults and other children. Rules and routines are expressed in a calm and firm way, enabling the children to develop a clear understanding of what is required of them in both behaviour and attainment.

86. The staff provide support and encouragement to children and parents and promote this area of learning strongly in the way they manage the classes, in their teaching and associated learning activities and through the quality of the relationships they establish. The quality of teaching is good.

91.

Language and literacy

87. By the age of five, the levels of children's attainment are well below national expectations in this area of learning, although most children make satisfactory progress in relation to their very low level of attainment on entry to the school.
88. The staff in both the nursery and reception class are aware of the very undeveloped skills and abilities that the children possess, particularly in language and vocabulary and provide a strong focus to the promotion of language and literacy across a broad range of learning activities and also through the daily routines in the classroom.
89. In the nursery, a few children are beginning to recognise their names on cards and look for initial sounds. Some can understand that words and print can tell a story and can open and look through a picture book correctly. The children enjoy listening to stories and follow a big book, although many find it difficult to sit and concentrate and only a few can comment about what they are seeing. The children also enjoy the opportunity to listen to a story on tape for a brief time. They are also beginning to look at letter shapes and develop early pre-writing skills by tracing patterns in salt and on tracing paper.
90. In the reception class, children reinforce name recognition by finding their names coming in to the classroom and for milk and are beginning to write their name with varying degrees of success. They extend their understanding of initial sounds and match them to familiar objects and pictures. The children join in songs and rhymes and follow a story. In the big book 'Quiet in the library', some children were able to identify the words 'in' and 'the' in the text.
91. Children talk about their pictures and put together orally a simple sentence for the teacher to write in their book. Many of the children are able to trace over the letters with a good degree of accuracy. They are not yet able to write independently.
92. The children enjoy looking at books in the class library and some have begun to take home initial words and picture reading books from the school reading scheme.
93. Teaching in the reception class is at least satisfactory. Teaching in the nursery at the time of the inspection was good and two very good lessons were seen there, where expectations were high and clear and precise assessments made. All staff work hard to provide many varied and focused opportunities for the children to develop language skills. There is a positive interaction with the children and all staff make skilful use of questions to draw out the children's speaking skills and develop their vocabulary. Instructions are given clearly, so that children know what is required of them, and to promote listening skills and understanding.
94. Reading resource provision is satisfactory, with a balance of fiction and non-fiction books in the class library to develop all children's reading interests. The libraries are accessible and well used. Displays and equipment are clearly labelled and a range of different reading opportunities is provided in both classes. Activities are used well to promote writing, such as shopping lists in the

nursery home corner and letters in the reception office in the role play areas.

95. Attainment in mathematics is below that expected nationally by the age of five, although the children in both classes make satisfactory progress, overall, in this area of learning, considering the low level of attainment on entry to the school.
96. In the nursery, the children join in simple counting songs and rhymes. They learn to thread patterns with beads and cotton reels following a card, and count and match colours with different objects, such as plastic teddy bears, plates and shapes. The provision of large colourful polystyrene shapes provides opportunities for them to discuss and build with circles, squares and triangles. The children are beginning to recognise numbers up to four and understand their meaning, as with candles on a birthday cake or fruit in a basket. Some are able to sort out farm animals into sets.
97. In the reception class, children extend their knowledge of number rhymes and songs and put actions to them, as when they sing 'Ten Green Bottles'. They are beginning to count confidently to ten, although many do not recognise the number shape in a puzzle or a game. Most can match pieces of play dough to a number on a board with help. The children learn about the days in the month and some are able to say the missing numbers in a simple counting grid. Most children are able to recognise and name simple shapes and use them to create a picture including a house and a robot. Although they have access to sand and water play, their grasp of such ideas as 'full', 'empty', 'more' and 'less' is very limited.
98. The standard of teaching, overall, is satisfactory and resources are generally well used, although there are insufficiencies in the nursery role-play corner and in the sand and water equipment in the reception class for developing mathematical skills and language. The teachers' planning is satisfactory and usually includes appropriate detail about learning intentions and how these will be developed in the associated tasks.

understanding of the world

99. Attainment at the age of five in this area of children's experience is below what is expected nationally, although children, overall, make satisfactory progress in both classes in relation to the well below average levels of attainment on entry to the school.
100. In the nursery, children develop their knowledge and understanding of the world through talking about their homes and families and events that relate to their daily life, such as birthdays. They develop imagination and some language through role-play in the home corner, in playing in sand and water and with games and toys such as the farm. The children learn about different foods and take part in the school harvest. They listen with interest to stories about different people and animals and go on local visits. They learn about the seasons and have made an effective autumn display in the classroom. Children in both classes meet people from the community, including a nurse and a policeman.
101. In the reception class, the children build well on their knowledge of the community and walk around the area learning about simple directions and where they live. They develop skills and knowledge in the office role-play corner and learn about how to use a telephone and typewriter. Children learn about the seasons and join in seasonal activities including harvest and Christmas. They plant daffodil bulbs and study their growth carefully. Children also learn about themselves,

can label key parts of the body with help and have made a display about skeletons. They can name and colour simple fruits and vegetables and know that they are 'good for you' and have studied butterflies and ants. Some children are beginning to master the use of the mouse through a simple program to move features and make a face on the computer.

102. Provision and teaching for this area are satisfactory, overall, and two good lessons were seen in the reception class. Children have regular and monitored access to the computer. There is a good general balance of learning activities, although the role-play areas in both classes lack clear focus and management to enable the children to get the best use out of them. Children are well supported in their tasks by all staff in both classes, which enables most of them to make steady progress in their learning.

107.

Physical development

103. The children's physical skills are underdeveloped when they come into the school and, although they generally make steady progress through both classes, their attainment at the age of five is still a little below what is expected nationally.

104. In the nursery class, the children have access to a broad variety of construction equipment and also build large models using colourful polystyrene shapes. They are aware of space in their physical education lessons. They can travel round the room hopping, skipping and crawling and learn to respond to instructions. Children develop simple motor skills involving tearing, sticking, painting and working with play dough. They devise and make simple musical instruments for their birthday parade.

105. In the reception class, children build on these skills and learn greater control of simple tools and of writing and drawing equipment. They use butterfly pins to make effective skeleton models and use small construction toys appropriately. Due to the weather, it was not possible to see the children using the outdoor play equipment available. In information technology, the children learn to manage the mouse and a simple keyboard. They are aware of space in their physical education lessons and can skip, jump and move on tiptoe. Many are able to throw and catch a beanbag with two hands and throw it into a directed space accurately. They are beginning to dress and undress themselves and move around the classroom and the school with confidence and care. As they use a variety of different materials, they develop their manipulative skills, showing increasing confidence and control.

106. Teaching, overall, is satisfactory and good lessons in physical education were seen in both classes. Planning is satisfactory, although lacking some detail, and the children are closely monitored to ensure they have access to a good balance of physical activities. The provision for physical development indoors is satisfactory and there is an adequate range of outdoor equipment available to both classes. The provision of construction toys and puzzles is satisfactory in reception and good in the nursery.

111.

Creative development

107. Children entering the nursery have a level of attainment in creative skills which is below that expected nationally, but in the nursery they have access to a wide range of experiences in imaginative play, music and art to enable them to develop their ideas and feelings and also build up self-esteem and satisfaction through their achievements.

108. Children in the nursery use finger painting to mix and match secondary colours and paint with

sponge and hands. They make leaf prints for their autumn display and make a textured elephant with different materials, using glue and scissors for the story of 'Elmer the elephant'. The children explore smells and textures carefully to develop senses and their awareness of concepts including 'smooth', 'silky', 'soft', 'bitter' and 'sweet'. The children enjoy taking part in action songs and can clap a beat using different body parts. They also use simple untuned percussion to enhance their songs and develop awareness of timbre and listen to recorded music during their activities.

109. In the reception class, the children extend their skills in colour awareness and use their knowledge in a variety of topics, including an autumn display, paintings of their faces and of an ant and a butterfly. They make simple animal models in clay and make patterns with sponge and paint. The children enjoy singing and making music and use actions in their songs and rhymes. They listen to musical contributions to assembly. Many of the children can clap a beat and use a simple sequence of body parts to enhance a tempo.
110. The children in both classes are provided with a broad range of interesting and stimulating creative activities, which link effectively with the term's topic of 'Ourselves'. They are well supported by the teachers and other staff in achieving pleasing results in lessons, which gives them satisfaction and enjoyment in their work. Many children make steady progress throughout both classes and are given positive encouragement to discuss their activities and extend their skills and confidence. Despite this input from the staff and the range of opportunities provided, most of the children will not reach the level of attainment expected nationally at the age of five. The quality of teaching in both classes is at least satisfactory and is often good.

ENGLISH, MATHEMATICS AND SCIENCE

English

111. The results of the 1999 National Curriculum tests at the end of Key Stage 2 indicated that standards were well below those expected nationally and slightly lower than the school's results in the previous year, which was a reflection of the general attainment levels of the pupils concerned. The results for those pupils achieving the higher levels were also well below average, overall. When compared to results from similar schools, the pupils achieved levels that were below average, overall, but well below average for pupils with higher grades. Currently, standards of attainment for pupils in Year 6 indicate that results might be well below average by the time they leave the school, although there are indications of some good progress towards the realistic targets set for the current group of pupils in this year group and there should be an increase on the previous year in the number of pupils attaining higher grades.
112. The 1999 results at the end of Key Stage 1 were an improvement at both levels in reading and writing. The results showed that the pupils attained standards for reading that were above average at Level 2 and above and at the national average for writing. They achieved standards that were below average for higher levels in reading and writing. In comparison with similar schools, standards in reading were well above average at Level 2 and above average for Level 3, while those in writing were above average for Level 2 and also for those pupils attaining higher grades. From the work seen during the inspection, it is likely that the standards attained in reading this year will be below average and that the writing results will also show below average attainment for this year's pupils at Key Stage 1, because of the significant variation between year groups in attainment levels on entry to the school.
113. The pupils are developing subject-specific vocabulary and learning to write in sequence, for instructions, in explanations and reports and with structure in their stories. They write with some

interest in history, geography and religious education. However, standards of literacy vary across the school and are generally below average. In their writing, the pupils' presentation skills are a little below average, with just a few able to use description well and to show empathy. Most use information technology well. The pupils try hard when talking about important subjects but are not able to express themselves easily, although a few can put their point of view with some clarity.

There is no significant difference in the attainment of boys and girls. In comparison with the previous inspection, standards for the particular group of pupils involved at Key Stage 1 in the last national tests have improved in speaking and listening, reading and writing. At Key Stage 2, the standards for the group of pupils involved in the tests are about the same. However, there is an improvement in the attainment of a significant minority of higher attaining pupils at the end of Key Stage 2.

114. The pupils enter full-time education at five with standards well below those found nationally. By the time they are eleven, their speaking and listening skills are still well below national expectations. In Year 6, most pupils do not find it easy to speak clearly and in detail when asked questions, although most listen carefully. They do, however, take into account others' views and all are learning to develop their own questions carefully and are enjoying doing so. A few can explain and justify their responses to literature. In Year 2, where skills are below average, most pupils are able to listen for short periods, some carefully. Some respond with a little detail, but only a few can explain themselves clearly. The reading standards of the current Year 2 and Year 6 pupils are a little below those expected nationally. Many Year 6 pupils read fluently, with well-matched texts and are able to show appreciation and understanding of a range of fiction and non-fiction. Only a few, however, can select essential points, although many use information from them increasingly to support and justify their views. Most Year 2 pupils read with some fluency, though not always accurately, with books at an appropriate level and can say why they like the stories. A few can give their opinion about ideas and events in the stories with growing confidence and use several strategies to help them understand difficult words.
115. Standards in writing are below those expected nationally at seven and well below those expected at eleven. In their last year at the school, the pupils attempt a wide range of styles for different purposes and audiences. At this early stage in the year, a few are able to set the scene in their writing with detailed content, accurate spelling and punctuation, but many need support with their spelling, in order to use phonics usefully and with their sentence formation. The Year 6 pupils have a good knowledge of the style required and of the purpose, when writing an obituary for Jacques Cousteau. They also write about his death from someone else's point of view. A few Year 6 pupils have a generally cursive style, using pencil. It is often joined, but most pupils have not developed a joined style which they regularly use, except in formal handwriting situations. Handwriting is not always neat or well presented.
116. The Year 2 pupils can write in sequence when telling the story of 'The Three Bears', or when explaining how to make a cup of tea, but very few pupils are able to use interesting words. A few use correct sentence structure, sometimes using full stops and some capitals and commas. Many are beginning to show knowledge of sentences and practise their use of punctuation, but do not use this in their writing. A few pupils spell simple words correctly and use a growing knowledge of phonics, but most do not. At seven, handwriting is legible and generally of a consistent size, but not always spaced properly and not joined, except in handwriting sessions. Writing is sometimes untidily formed and presented.
117. The pupils make satisfactory progress, overall, at both key stages. However, more recent progress is good, because of the national literacy initiative and an integrated learning system, which teaches phonics, using information technology. Most pupils do not find accurate spelling easy, but there is considerable improvement in the pupils' ability to read and spell words and sentences. In the regular phonics lessons for each Year 2 to Year 5 class, they build up their word, sentence and phonic knowledge. Regular feedback is provided for them by the system itself

and by the teacher. This enables the pupils to be more independent in their language work and motivates them to succeed. The pupils with special educational needs, in the two support classes and when supported in Year 6 by an additional teacher, make good progress, overall, as do many pupils with individual educational plans, who follow specific action plans, designed for their individual needs.

118. Progress in writing is satisfactory, overall. There is evidence of good and sometimes very good progress, when the pupils are challenged by interesting and matched group tasks and explanations in the introduction to work have been clearly given, for instance, in a Year 1 lesson where pupils study rhymes in poetry and make their own rhyming poems and prose in groups and when Year 5 pupils study a local news report and prepare to write their own texts. The teachers concentrate appropriately on the development of grammar, punctuation, phonics and the use of interesting words in the pupils' writing. Sometimes, however, insufficient encouragement is given for pupils to try to spell words independently in stories they are writing. Progress throughout the school in handwriting is slowed down where the skills of a cursive joined style are not always reinforced in all contexts and there is insufficient focus on neatly formed and presented handwriting.
119. Progress in speaking and listening is slow but generally satisfactory. The pupils do not find listening or speaking easy and, although there is a clear policy and scheme of work for this aspect of development, it does not ensure delivery of a programme to develop these skills progressively in all classes. Progress in reading is generally satisfactory in all classes. The teachers' assessment of the way the pupils read is, however, insufficiently detailed at both key stages, particularly at Key Stage 2 where there is no consistent record of individual reading. There is no systematic record of the progress of pupils when they read in a group with the teacher. However, the quality of these group activities is high when the teachers are developing specific reading skills and monitoring skills progress closely. There is also no home and school reading record to enable parents to become partners in their children's learning. The school welcomes the contribution that some parents make in supporting their children's work at home, but the provision of homework has only a limited impact on attainment and progress in English at present.
120. The quality of teaching is at least satisfactory in all lessons at Key Stage 1 and sometimes good where expectations are clear. At Key Stage 2, it is usually good. Some very good teaching was seen in many literacy lessons. In the lessons where the pace is brisk, in some lessons at Key Stage 1 and in most lessons at Key Stage 2, the pupils are well motivated, concentrate well and work hard and progress is good. All the teachers plan and organise lessons well and follow their written objectives carefully. They deliver information well and make suitable teaching points to help the pupils understand and improve. They usually ask questions pitched at the needs of all levels of attainment in the teaching of the whole class, which encourages the pupils to listen well and remember. These parts of the literacy lessons are usually good and sometimes very good. In most lessons, the teachers question the pupils carefully and handle their responses well, giving them encouragement. Where teaching is at its best, high expectations for what the pupils are to achieve are clearly stated and shared with them. The pupils have detailed targets for their work and are beginning to evaluate it. The teachers check and consolidate the pupils' knowledge, assess their progress and give them positive feedback. These lessons pose considerable challenge. They have specific intentions for learning that are delivered with a swift pace, often with the use of timed targets, and in them the pupils work well and make good progress. The relationships between pupils and teachers are almost always good and this is a significant factor in the progress the pupils make. The management of pupils in both key stages is usually good. At times, however, the pace in lessons becomes slow, sometimes because the teacher is a little unsure of exactly what to do next and the intentions for learning are lost. If a few pupils show challenging behaviour, the pace of some lessons is also affected. When this happens, the pupils lose concentration, become talkative and make less progress.

121. The response pupils make and the behaviour they show are, however, usually good at both key stages, with some very positive responses in interesting and challenging lessons that show high motivation, often at Key Stage 2. Pupils generally enjoy their work and are eager and interested. They usually listen well and apply themselves to their work, showing concentration when the work is interesting and challenging to them. Sometimes, in both key stages, they do not work neatly or take maximum care with presentation. Some instances of wonder are present when pupils share in poetry or story. The development of literacy work, where the pupils are given different tasks to complete, is developing well and work is usually very well matched to their needs. In some lessons, the pupils are able to work with growing independence, but some groups of pupils do not find this easy when not supported by either the teacher or an assistant. Each class teacher has introduced individual targets for the pupils to aim for, in their written English work and these help children to want to learn. The development of ways of marking which show pupils how they can improve their work is successful. Each pupil has a progress book that shows clearly how they are improving and this, with other records, provides a good record of assessment. The pupils value one another's contributions, as in the high quality sessions towards the end of the lessons, when the teachers focus on points from completed work.
122. Two experienced coordinators have led and supported the recent introduction of the literacy hour. The literacy action plans have set out clear priorities, which are being followed carefully. The headteacher and coordinators have monitored much teaching in the literacy hour, which has been generally well introduced. Effective procedures for analysing the national test results are used, in order to provide useful data and to improve progress. Resources are adequate and are being used well in the literacy lessons to interest pupils, teach skills and consolidate learning. There is a spacious, well organised and attractively displayed library and a good range of high quality fiction and non-fiction books, including poetry and plays. The pupils choose regularly from these books to give breadth to their reading at home. Sometimes, however, the range of material for reading formally in school is insufficiently wide or, sometimes, interesting, particularly at Key Stage 2.
127. **Mathematics**
123. In the 1999 National Curriculum tests for pupils aged eleven, the number of pupils attaining Level 4, the expected standard, was well below that found in schools nationally and below that in similar schools. The number of pupils achieving Level 5, a level of attainment above what is expected of pupils aged eleven, was also well below that found nationally and in similar schools. In the 1999 National Curriculum tests for pupils aged seven, the number of pupils attaining Level 2, the expected level, was average in relation to the national results, but the number attaining Level 3 was well above the national average. The number of pupils who attained Level 2 or 3 is well above what was achieved by pupils in similar schools. The evidence of national tests since 1996 indicates that standards, overall, are improving. Inspection findings indicate that the number of pupils attaining the nationally expected standards for pupils aged seven and eleven is improving, but is still below average. The standard of attainment achieved by pupils aged seven last year, therefore, is not typical of the attainment of pupils in other year groups because that year group had a greater proportion of middle and higher attaining pupils than is found elsewhere in the school. There is no significant difference between the standards attained by boys and girls.
124. By the time they are eleven, most pupils have begun to use decimal notation and to recognise negative numbers in relation to money and calculator displays. They use mental recall of addition and subtraction facts to 20 when solving problems involving larger numbers and they use mental recall of the 2 and 10 multiplication tables, together with knowledge of addition, to help them work with the 3, 4, 5, 6 and 9 multiplication tables. Most pupils show understanding of place value up to 1000 and use it to make approximations. However, most are not secure in their mental recall of multiplication facts up to 10 x 10 and do not explore and describe number patterns and

relationships, including multiple, factor and square with an appropriate degree of understanding or confidence. Most pupils classify two and three-dimensional shapes successfully, using mathematical properties such as the number of sides and corners, but they are not confident in their use of other mathematical properties such as reflective and rotational symmetry or congruency. Most pupils extract and interpret information presented in simple tables and construct bar charts to communicate information, but too few pupils have a firm grasp of the terms and uses of median and mode, or construct and use more complex line graphs with confidence. Pupils do not use their own strategies regularly for solving problems or search for patterns in numbers or data by trying out ideas of their own.

125. By the age of seven, most of the pupils can count, order, add and subtract numbers when solving problems to ten, but are less confident in choosing the appropriate operation when solving addition and subtraction problems above 10. Most pupils know the mathematical terms for common two- and three-dimensional shapes, but are not secure in their understanding of angle as a measure of turn. Some higher attaining pupils recognise right angles. Most pupils have begun to use everyday non-standard and standard units to measure length, but few do this with an appropriate degree of accuracy.
126. The pupils enter full-time education with levels of attainment well below that found nationally. Most of the pupils make satisfactory progress in all aspects of the subject throughout both key stages and a significant number make good progress. Nearly all pupils are beginning to make good progress in developing a range of mental strategies for calculating addition, subtraction and multiplication, largely because the school is succeeding well in implementing this aspect of the National Numeracy Strategy. In Year 1, the pupils make particularly good progress in recognising common two- and three-dimensional shapes, because the teacher is skilful in helping pupils to visualise and describe their properties, using correct mathematical terms. In Year 2, pupils make satisfactory progress in understanding shape and good progress in using addition strategies for numbers up to 10. In Years 3, 4, 5 and 6 most pupils make good progress in using mental strategies to solve problems of addition, subtraction and multiplication, but the pupils' low attainment in literacy sometimes slows progress, when, for example, they are following written instructions for the mathematical problems set for them. Pupils with special educational needs make good progress, particularly in the support classes and in the small withdrawal groups, because the teachers and support staff are skilful in matching work to pupils' needs and in motivating them.
127. The quality of teaching is satisfactory, overall, in Key Stage 1 and good, overall, in Key Stage 2. The best teaching at both key stages was seen when teachers were implementing the National Numeracy Strategy conscientiously, particularly in relation to the pupils' understanding and use of mental strategies for calculation. The teaching at both key stages makes good use of resources. The teachers use directed questions well to assess pupils' understanding and to move them on to the next stage of learning within a lesson. Most teachers manage their pupils well in practical activities and maintain satisfactory discipline. They employ strategies that match the learning objectives identified in their planning. Most of the planning is satisfactory. The teachers use a common planning sheet, which they use in conjunction with guidelines of the National Numeracy Strategy. This helps to ensure that the full curriculum is taught. The main weaknesses in the teaching arise out of some teachers' low expectations of what pupils can achieve and the quality and regularity of some of the marking. For example, marking is not always used well to assess pupil's understanding and progress, to inform teachers' planning or to help the pupils to correct misunderstandings and move on to the next stage of learning. Most teachers establish a good rapport with their pupils and this helps to ensure that most pupils develop good attitudes to learning and respond well to the opportunities provided. As a result, the pupils quickly become involved in their tasks and work well together in pairs and in larger groups. They use resources and equipment sensibly and are willing to share them. However, many pupils lack confidence. The

teachers work hard to improve this, but sometimes over-compensate when they select tasks that are not sufficiently challenging.

132. **Science**

128. The pupils' levels of attainment in the 1999 National Curriculum tests at the end of Key Stage 2 were well below average, overall, and below average for the proportion of pupils attaining Level 5. When compared with schools of broadly similar intake, the results were below average. Teachers' assessments at the end of Key Stage 1 in 1999 indicated that standards were above average, overall, although no pupils attained Level 3. Comparisons with the results of schools of broadly similar intake showed well above average performance, overall, but well below average numbers of higher grades at this age. Most of the pupils currently in Key Stage 1 are attaining at levels that are below average. Those nearing the end of Key Stage 2 are also working at levels that are below average. There are clear indications of considerable variation between the attainment levels of different year groups in both key stages, reflecting their different standards on entry to the school. There is no significant difference in the attainment of boys and girls. Since the previous inspection, there has been clear improvement, overall, in standards of attainment in Key Stage 1, with results in 1999 significantly better than those for the previous year. In Key Stage 2, there has been steady improvement, overall, although the 1998 results represented a significant decline.
129. Pupils in Year 6 are able to undertake the careful classification of human beings or other mammals by distinctive characteristics and show a satisfactory understanding of living processes and of materials. They are more limited, however, in their ability to conduct a scientific investigation. Although they show reasonable understanding of the principles of fair testing, their limited language skills make it difficult for them to record their findings and discuss them with others and so to draw conclusions based on the evidence they have gathered. Younger pupils are encouraged to explore the world around them and to ask questions about how it is made. They show sound awareness, for example, of how plants grow. Year 2 pupils showed emerging enquiry skills when sorting a range of materials into categories they had identified themselves, but found it difficult to discuss what they were observing.
130. The pupils make satisfactory progress, overall. Throughout the school, they are encouraged to become familiar with the correct vocabulary and to acquire sometimes quite detailed knowledge about what they are studying. Many Year 5 pupils, for instance, showed considerable knowledge about the solar system and were able to discuss significant features of the planets and to express opinions based on what they had learned. Development is seen in the pupils' overall awareness of how to conduct investigations and how to identify and group materials or living things. Year 4 pupils, for instance, compared the qualities of two filter materials when separating muddy water and noted the differing results, but found it difficult to either predict or draw conclusions. Pupils in the Year 4/5 group began to show an understanding of gravity and to use appropriate language and were beginning to think about how they could make a fair test. Pupils in Year 1 showed good awareness of 'rough' and 'smooth' when considering different types of paper and were beginning to understand the importance of their senses in learning about the world around them. Pupils with special educational needs throughout the school make good progress because of the carefully-targeted support they receive. All pupils are encouraged to develop questioning skills, but the need for close control by teachers because of potential behaviour problems from some pupils means that there are limited opportunities for the development of the open-ended investigative skills on which full progress in the subject depends. The scheme of work and the accompanying planning provide valuable support and help to ensure appropriate progression through the school.
131. The quality of teaching is satisfactory, overall, in both key stages, with some examples of good

teaching. With the aid of the scheme of work and the support of the experienced coordinator, the teachers plan interesting learning activities. The general objectives for lessons are usually clear, but detailed planning is not always sufficiently specific about what pupils of varying abilities are to know, understand or be able to do as a result of the activity. Where the best teaching took place, there was a good match between the activities provided and the various levels of ability within the class and the pupils were able to see their own progress through a series of specific stages in the learning activity. The teachers are secure in their subject knowledge and all make good use of questioning to challenge the pupils to think. The teachers usually check their pupils' existing understanding before moving further into a topic and usually make good use of summary sessions to reinforce learning. There is at present no formal monitoring of the teaching of science or of pupils' work across the school. The subject is satisfactorily equipped and resources are used efficiently. Health and safety issues are addressed well.

132. The pupils' attitudes are generally at least satisfactory. They enjoy their work and make the most of the interesting opportunities provided for them. They usually work well together and share equipment sensibly. Many find it difficult to listen properly to their teachers and to each other for very long, but there is some improvement in their listening skills as they go through the school. They record work in a variety of ways, but limited use is made at present of information technology to record findings. The subject makes a good contribution to the pupils' personal development as they explore the world and delight in discovery. It also provides a useful vehicle for the development of appropriate vocabulary, the writing of reports and the presentation of information.

OTHER SUBJECTS OR COURSES

137. Information technology

133. The standards the pupils attain have risen significantly since the previous inspection report. By the end of Key Stage 2, most pupils attain the nationally expected standard in using information technology to communicate and handle information and in tasks involving control or modelling. Most pupils are confident when using word processors to devise, edit and illustrate texts. They use a range of tools to enhance their work. For example, they select font styles and change the size of text to create and explain the impact these may have upon their readers. They use art tools to bend and shape text in titles in order to produce pleasing posters. Nearly all pupils improve their work during the editing process when they cut and paste selected text. A significant proportion of the pupils exceed the national expectation of pupils aged eleven in some aspects of control and graphics, when, for example, they make short animated cartoons. In a Year 6 lesson, pupils used simple graphics to draw figures which they animated using a special program. They selected background and foreground colour and used ghosting, snapshot and stamping techniques to create the illusion of movement across the screen. Nearly all the pupils in Key Stage 1 attain the national expectation in most aspects of the subject by the time they are seven. They are confident when using word-processing, graphics, modelling and control programs, but they have too few opportunities to attain the expected standards in the handling of data when using databases.
134. Most pupils begin their full-time education with attainment levels well below what is expected nationally. They make good progress throughout both key stages, largely because the school has invested wisely in resources and has devised a good scheme of work that helps teachers to plan challenging tasks for their pupils. In Year 1, pupils learn how technology enables them to find and present information in a variety of forms. For example, they learn that sound can be created using simple programs and that it may be used to convey information when, for example, the school bell rings, an ambulance sounds its siren or a baby cries. They learn to communicate using graphics and by labelling and classifying their computer-designed drawings. They write simple sentences,

which they edit, save and print. Throughout Year 2, most pupils continue to make good progress when they learn how to control a floor robot and how to use graphics to create repeat patterns. They are beginning to search for information held on CD-ROMs and use word processors when writing stories and information texts. However, they do not use databases successfully to store and manipulate information, because the school does not have an appropriate range of resources for this aspect of the curriculum. Nearly all pupils continue to make good progress throughout Key Stage 2 and some make very good progress. In Year 3, they make good progress in combining text with graphics and when they use a database to handle information about the weather. In Year 4, most of the pupils make good progress in devising texts for different audiences and in using branching databases to produce tree diagrams to identify objects. In Year 5, the pupils sustain their good progress and some make very good progress when they learn about multimedia presentation, design an adventure and use graphical modelling. In Year 6, the pupils make very good progress in creating animated film. The pupils who have special educational needs make at least good progress throughout both key stages because work is well matched to their needs and they have full access to the curriculum. The teaching makes effective use of support staff to help the pupils. This makes a significant contribution to the progress made by pupils with special educational needs.

135. The quality of teaching is satisfactory, overall, and, in a significant proportion of the lessons, it is good. The quality of teaching has improved significantly since the last inspection. Most teachers understand the subject well and have sufficient knowledge to teach the curriculum with an appropriate degree of confidence. The planning is good and is a strength of the teaching. It is characterised by clear learning objectives and activities that are well matched to achieve them. It states clearly what the learning outcomes are and lists key vocabulary and skills. Another strength of the teaching is the management of the pupils' access to resources. The teachers make good use of the computer suite, as well the technology resources in their classrooms. They have high expectations of what pupils can achieve and maintain good pace in their lessons. They use learning support staff well to monitor pupils' behaviour and progress towards learning objectives. The teaching at both key stages makes good use of software programs designed to strengthen pupils' literacy skills at word level. This provides pupils with an opportunity to use technology to assume an appropriate degree of independence in their learning. The pupils are encouraged to monitor and record their own progress and to set new learning targets for themselves. However, not all teachers are successful in channelling the pupils' enthusiasm for their work in a way that limits how much time the pupils spend discussing work instead of pressing on with the next stage of learning. Because there are no significant weaknesses in the teaching, the pupils respond well and develop good attitudes to learning. They are involved in what they do, they persevere with tasks and they share equipment well. Higher attaining pupils willingly support other pupils who do not acquire skills as quickly or as easily as themselves. However, many pupils find it difficult to maintain talk about what they are doing to an acceptable level. This sometimes affects how much of the tasks are completed. A very high proportion of the pupils, however, show considerable pride in their achievements and are keen to learn more.

140. **Religious education**

136. Standards of attainment at the end of both key stages are at the level expected by the agreed syllabus. Religious education has begun to develop well recently and, since the previous inspection, is seen as a significant element of the curriculum.
137. By the time they leave the school, many pupils can pose important questions and are beginning to understand what it means to take a religion seriously. They acquire an appreciation of traditions such as Judaism, Hinduism and Islam and are aware of the significance of festivals and other celebrations in several traditions. In Year 5, for instance, they learn about the Muslim pilgrimage

to Mecca and then in Year 6 learn about other pilgrimages. They are also encouraged to relate what they are learning to their own feelings and experiences. Pupils in Key Stage 1 are introduced to a range of stories and practices from the major religions. They also acquire useful knowledge about some aspects of several traditions, including the stories and festivals of Christianity, which they build on as they go through the school. They show satisfactory levels of knowledge, for instance, of some of the stories in the Bible about Jesus and other people. They develop a good awareness of themselves and the world around them and show sensitivity to the needs of others, as when they considered the needs of hungry people at harvest-time.

138. Progress in the subject is satisfactory in both key stages, with development usually shown through the school of the religious education skills, knowledge and understanding on which the pupils can build as they begin to form their own ideas. Pupils throughout the school are beginning to develop an appropriate awareness of the key ideas, people and practices of the various religious traditions, as in Year 1 when thanking God at harvest time and in Year 4 when discovering about the Hindu harvest festival. In Year 4, the pupils listen to the story of Jesus feeding the hungry people and many show thoughtful responses in their sensitive reactions to children living on the streets. Pupils in the Key Stage 2 support class think about what it is like to be Stephen, as they act out the story and what it might feel like if they are suddenly not able to see, as happened to Paul. They also have a willingness to be open-minded and to value a range of beliefs, as when pupils considered the ideas of Islam in Year 5. They like to discuss and think through important issues in Key Stage 2. Evidence was available of previous work completed, as indicated in a Year 6 book where children wrote about how prayer made them feel. Most pupils in the school are able to share important feelings with their teachers and other members of the class, sometimes while sitting in a circle in lessons.
139. The teaching of religious education is satisfactory, overall. Some teachers are confident in what they are teaching, the subject knowledge of all the teachers is increasing and further staff training is planned. However, all handle the pupils' questions with sensitivity and many use imaginative approaches and interesting activities in the topics being studied. Stories are used well to develop the pupils' religious understanding. The use of artefacts makes the lessons interesting for pupils and helps them to understand religious practices more clearly, as when the pupils in Year 2 and in the Year 2/3 class studied and showed appreciation of some very old Bibles and in Year 5 when the pupils listened respectfully to the Muslim call to prayer. The pupils' attitudes are always at least satisfactory. They are sometimes very good where teachers give clear explanations and their questioning encourages the pupils to reflect. It challenges their understanding and then gives them the confidence to express their feelings and their beliefs, as in a support class for younger pupils, where the pupils were learning from looking at a family Bible that they were all part of the family of God. However, in some classes, after the pupils had listened carefully for a time, their attention and interest was lost, because they sat for too long, or the lesson lost its way because the teachers were unsure about what they wanted the pupils to know by the end of the lesson.
140. The coordinator has a good overview of the subject and its needs and has written a policy and careful initial guidelines. These are beginning to ensure that the requirements of the local authority's new agreed syllabus are met and that the appropriate time allocation is given to religious education. However, at present, there is little school planning to ensure that skills and attitudes are developed systematically and in many of the lessons seen the teachers were not clear enough about what exactly they wanted the pupils to know and understand by the end of the lesson. As a result, sometimes the pace of the lesson becomes slow and the pupils begin to lose interest. Assessment opportunities, which might identify what pupils have learned, have yet to be built into planning, but the pupils' progress books contain some good examples. In some classes, the teachers mark work for the religious education content and celebrate the achievements of pupils in the subject. This helps them to improve. The subject is adequately resourced, with use made of the loan service, but the range of books available for the pupils' use is limited. The visits

pupils make to different churches in Year 1 and Year 5 and to a mosque in Year 5, play an important part in their experience, as does the thoughtful use of visitors. The planned programme for personal and social education has a considerable impact on the progress the pupils make in religious education.

145.

Art

141. The teaching of art is given much importance in the school and the display of completed artwork throughout the school enhances the environment considerably.
142. It is clear that, by the time the pupils, including those with special educational needs, are eleven, they have made good progress overall throughout the school. Year 6 pupils are generally confident in a wide range of techniques and in a variety of media, as shown in the large and impressive group environmental sculpture based on the work of Andy Goldsworthy. Pupils also, in looking at the picture called 'The Scream', expressed themselves well in brightly painted pictures and showed the emotion felt. They use pencils and pastels with skill and care to produce pictures that include symbols of their interests. These show imagination, clarity and accurate representation. By the end of Year 2, the pupils show care with a variety of media and use pencils, pastels, crayons, brushes and printing techniques well. For instance, in Year 2 they follow instructions, working carefully to make monoprints, use finger painting and make careful patterns on their clay houses.
143. Nearly all pupils enter the school with attainment well below what is expected nationally. Satisfactory progress is made at Key Stage 1, where the pupils learn techniques, practise their skills and learn to choose their materials. In Year 1, they chose their materials to make representations of robots from two-dimensional shapes and from boxes and cylinders, after looking closely at a picture of a sculpture. They develop their understanding of colour and tone as they sketch and make pastel portraits and show details in, for instance, sketches of pebbles. They continue to gain confidence throughout the school. Year 3 pupils show accuracy and attention to detail in their sketches of prawns and an increasing knowledge of texture in their fir cone sketches. By the end of Key Stage 2, the pupils have learned about a range of famous artists and become confident in discussing the particular features of their work. Progress is evident in the addition of much fine detail in the work of older pupils in Key Stage 2 and in their ability to display imagination in their work. They apply their skills and use their developing imagination in a range of artwork, where they make choices from a very wide range of resources. Year 5 pupils produce careful charcoal sketches of chairs and use smudged charcoal to show that space can create its own shape. The pupils develop their ideas well in three-dimensional wire models and explore ways of conveying feelings in their work. Progress has increased since the previous inspection and at Key Stage 2 is consistently good. There is some very good progress shown by Year 5 and Year 6 pupils, where they discuss the purposes of art and evaluate their own work, commenting on its quality and how it might be improved.
144. The quality of teaching is satisfactory in Key Stage 1, always at least good in Key Stage 2, and often very good. The attitudes of all pupils in the school are consistently good in art lessons, with some very high quality responses in some lessons at Key Stage 2 where the teachers' clear enjoyment, knowledge and increasing confidence are passed on to the pupils. The subject knowledge of all the teachers is secure and they are generally confident in the subject. The planning guidelines are useful and provide for the continuous development of skills, although the recording of assessments made in art lessons is less developed and the use of sketchbooks in the art process is yet to be used to maximum effect. All of the teachers provide a wide range of activities that are matched to what the pupils need. They usually explain the work clearly, but some introductions to lessons at Key Stage 1 are a little long. All organise sessions well, and

provide useful support. They provide a good range of resources to ensure a breadth of experience for the pupils and all give encouragement to them. Expectations are high at Key Stage 2 and the pupils meet the challenges given, in lessons that have a brisk pace. At Key Stage 2, intervention by the teacher reviews the progress made by the pupils, checks their understanding and provides a good focus to the teaching of skills, with lessons drawn together well at the end. The pupils respond well to the opportunities provided throughout the school. They enjoy art lessons, because of the confidence given to them by their teachers that they can be successful, as clearly demonstrated in the Year 4 classroom and in a lesson at Year 3 where praise and encouragement given by the teacher provided good motivation. The pupils work carefully and accurately, with attention to detail, and take pride in their work. They show increasing imagination and a sense of achievement in what they do. Information technology plays an important part in the art work, as shown in Year 4 pop art.

145. The impact of the coordinator is seen in the close monitoring of the curriculum and in the improvement of standards, by support and example. The school makes an impressive use of visits to arts festivals and exhibitions and of visitors, such as those from the Royal Academy. The impact of these events on the art curriculum and the motivation of pupils is considerable. The subject makes a strong contribution to the spiritual, social and cultural development of pupils, by providing regular opportunities for pupils to reflect and show appreciation in a range of cultural contexts. It also provides well for pupils' social skills in the emphasis on working together on large murals, or on high quality individual pieces of art which together form a worthy piece of art, as in the Year 5 Four Acres sculpture.

Design and technology

146. By the time pupils leave the school, they are beginning to understand the purpose of the design and testing processes to ensure that the products they make are fit for their intended use. They make sensible selections from the limited number of materials and tools made available to them. However, they do not yet, with an appropriate degree of confidence or success, gather information independently and use it to help them generate a number of ideas. Although they are beginning to evaluate work in progress, bearing in mind the purposes for which it is intended, they do not do this in a sufficiently reasoned way, using the information to hand. When designing and making, they produce plans which give a general indication of what the finished product should look like, when, for example, they make musical instruments, but they do not produce step-by-step plans that identify the main stages in making. Although they list the tools and materials they will need, the pupils do not select these from a wide enough range, nor do they note the processes to be used in making things. Most pupils are able to use a simple range of tools to make cuts and joins, but they make insufficient use of accurate measuring and cutting, and use too restricted a range of construction techniques in making their products. No lessons were observed at Key Stage 1, so judgements about what pupils know and can do by the age of seven are based upon a scrutiny of teachers' planning and pupils' completed work. Most pupils, when designing and making, select from a narrow range of materials. They use given techniques and tools to shape and assemble what they make, but, until recently, the curriculum has not provided the pupils with sufficient opportunities to choose and use tools, materials and techniques more purposefully and with sufficient regard for systems which utilise, for example, stored energy or cogs, wheels, levers and pulleys. However, most pupils produce useful designs in art-related tasks as the basis for three-dimensional work.
147. Nearly all pupils begin their full-time education with attainment well below what is expected of five year olds. They make satisfactory progress at Key Stage 1 in some aspects of the subject, but teachers are not sufficiently secure in subject knowledge and expertise to implement the full curriculum effectively. However, the school has recently adopted the national schemes of work

and, where the teaching is informed by reference to them, there is evidence that pupils are beginning to make better progress. For example, in Year 1, pupils in a food technology lesson drew up plans for a healthy meal, which they later assembled and evaluated. Pupils, in both key stages, who have special educational needs make at least satisfactory progress, because teachers support them well, particularly in practical tasks. Most of the other pupils continue to make satisfactory progress throughout Key Stage 2, when, for example, they design and make electrical switches in Year 4, musical instruments in Year 5 and test materials for their properties in Year 6. An important factor in their not making better progress is the pupils' lack of the mathematical and language skills they need for tasks such as seeking independently information they may need before writing up design briefs, or making accurate use of measurements and calculations in both the designing and making processes. There is some evidence, however, that the rate of progress is improving. This is largely because the teachers' use of the new scheme of work, in technology is providing more opportunities for challenging work, and because the school is successfully raising standards in basic skills through its implementation of the national strategies for literacy and numeracy.

148. The quality of teaching, overall, is satisfactory, although some teachers are not yet secure in knowledge and understanding of the subject. In the lessons seen, the strengths of the teaching were in the way teachers motivated pupils to take a lively interest in what they were learning, and in the effectiveness with which the teachers organised group activities for their pupils and supported them. The teachers are good at maintaining discipline and impress successfully upon pupils the need to take account of health and safety when working with tools and materials. The pace of lessons is usually good and the teaching strategies used often match well the stage of learning of the pupils. The main weaknesses in the teaching arise because the teachers do not always employ strategies that match successfully the learning objectives of the curriculum and because some of the learning tasks lack sufficient challenge. For example, the pupils are not always given sufficient opportunity to take an appropriate measure of responsibility for their own learning by establishing for themselves the need for the products or devices they make or selecting for themselves from a range of tools and materials. There are too few opportunities for them to develop a secure understanding of the need for realistic and achievable designs or for developing accuracy and skill in using cutting and joining techniques. The teachers' understanding of design and technology is improving largely because of the new scheme of work. The teachers are now more confident in what they are doing and are beginning to raise the level of expectation they have of what pupils can achieve. The pupils respond well to the teaching. They show a lively interest in their work, particularly in practical tasks. They share equipment and other resources well and they are beginning to persevere with tasks until they are completed. Although most pupils are keen to see the outcome of their work, too few take sufficient time to design and make their product with an appropriate degree of accuracy and care.

Geography

149. Evidence from lessons observed and from work during the previous school year indicates that pupils, including those with special educational needs, generally make satisfactory progress in the subject. By the time they are 11, the pupils have a good understanding of their own locality and many have sound knowledge of other localities in this country or in countries such as India. They develop an appreciation of the significance of key physical features, such as mountains and rivers and their mapwork skills at this age are satisfactory. At the age of seven, the pupils are already gaining a good awareness of the area in which they live and are beginning to identify some of the similarities and differences between it and other areas. They are beginning to be aware, for instance, of what living on a small island might be like, through their introduction to places such as the Scilly Isles. They are familiar with simple maps and plans.
150. From their early years in the school, all pupils are encouraged to become familiar with appropriate language to describe their surroundings and are introduced to basic ideas about maps. Early in

Key Stage 1, they begin to identify particular physical features of the locality and are introduced to mapping skills by drawing their routes from home. They are able to share ideas about the features of a playground. During Key Stage 2, they continue to develop their familiarity with maps, whilst pursuing a series of geography units and develop an awareness of the physical and human features of differing regions. The topics covered throughout the school help to build up the pupils' knowledge of their own surroundings and of other areas, countries and cultures, as well as providing opportunities for them to practise their skills. Particularly good use is made of the school's own locality and clear progress is seen across the year groups in the pupils' awareness of their environment and of how aspects of it might be improved. The subject makes a good contribution to the pupils' numeracy through the collection, analysis and presentation of data, as in the people survey undertaken by Year 4/5 pupils. It also supports the development of pupils' language skills through different types of writing. However, limited oral skills mean that many pupils find it difficult to discuss in depth the issues that arise in the course of these studies. The progress of older pupils is also inhibited by a lack of opportunities for extended work based on individual study and research.

151. The standard of teaching in both key stages is satisfactory, overall, and is often good. The teachers' subject knowledge is good. They use questioning well and always encourage pupils to use the correct language in their work. Lessons are generally well planned, although the learning intentions of individual lessons are sometimes insufficiently specific. The new national scheme of work is providing useful guidance, but its full implementation will require further development of planning in school, including a more systematic approach to assessment. The pupils generally respond well to the opportunities provided, showing a lively interest in what they are doing. They usually work well together, but some find it difficult to listen to the teacher for very long or to sustain their interest for extended tasks. The subject is appropriately resourced in terms of text and reference books, atlases and other resources. It is enhanced by the good use made of visitors, who can explain about places they have been to and of the well-planned visits, such as the visit to a local playground. The pupils enjoy these opportunities, which have a positive impact on their geography studies. There has been general improvement since the previous inspection.

History

152. It is clear from lessons observed and from work previously completed that as pupils go through the school they make satisfactory progress in the development of historical skills, knowledge and understanding. Pupils throughout the school enjoy history, with many indications in current work on the Ancient Greeks, the Romans and the Tudors that they are making good gains in knowledge of the periods being studied. Older pupils begin to develop a good understanding of the key people and influences that have shaped history. Pupils in Year 6, for instance, learn much detail about the life of Henry VIII and also show good awareness of the reasons behind some of his actions. As part of these studies, they enjoy the opportunity to explore many of their own ideas and values. The work produced by older pupils shows sound levels of knowledge, overall, and appropriate development of historical skills. This stems from the way in which pupils throughout the school are introduced carefully to a range of historical sources and encouraged to ask questions about the evidence they provide and about its reliability. By the end of Key Stage 1, the pupils are already familiar with the detective work that goes into the study of history so that, while learning much information about the Great Fire of London, they also look for answers to their own questions from contemporary source materials.
153. As they progress through the school, the pupils are encouraged to think about how familiar things have changed over time, as when Year 1 pupils consider toys and household objects from long ago. Some use is made of time-lines to support their study of historical periods, but the pupils' awareness of chronology is limited. Pupils of all attainment levels, including those with special

educational needs, become used to dealing with a variety of historical sources, as when Year 2/3 pupils considered extracts from the diaries of Samuel Pepys and Year 4/5 pupils examined a picture source of a Greek market place. However, their limited oral skills mean that many do not find it easy to discuss the issues that arise. The potential for disruption by some pupils also makes it difficult for teachers to make appropriate provision for the pupils to engage in sufficient independent study or research activities of the kind that will extend learning, particularly for the higher attaining pupils.

154. Throughout the school, the units of work in history are used very well as a link to other areas of the curriculum, including art, technology and other subjects. For instance, Year 3 pupils engaged in mathematics activities based on Roman numerals and Year 5 pupils explored Greek myths in their music lesson. The resulting work is well displayed, helping to create an interesting and stimulating learning environment and celebrating good work. The subject also makes a satisfactory contribution to the development of literacy through, for instance, the presentation of written work and opportunities for empathetic and some extended writing.
155. The quality of teaching is satisfactory, overall, and is often good. The teachers' subject knowledge is good and they convey well to pupils their own enthusiasm for the topics being studied. The pupils respond well, gaining considerable pleasure in the work they do and enjoying the things they learn about the past. All teachers make good use of questioning and work hard to ensure that pupils become familiar with the appropriate vocabulary for the subject. Teachers are not always sufficiently clear about the specific gains they want pupils to make in the course of a lesson, although their planning is generally satisfactory. Planning does not at present include detailed intentions about assessment, but these will need to be identified and further specific planning done in order to ensure the full implementation of the new national scheme of work. The subject is adequately resourced in the provision of books and materials within the classrooms and library. Good use is made of the locality, of visits to places of historical interest and of visitors who provide examples of living history. Since the previous inspection, there has been a general raising of standards through the school.

Music

156. Since the previous inspection, the school has taken positive steps to raise the quality of teaching and standards of performance throughout the school. An audit of the provision of musical instruments has been undertaken and a substantial improvement has been made in this area. The implementation of a thorough and structured music scheme has extended the quality and variety of provision so that there is now a satisfactory balance between listening and singing and other music-making activities. The school has targeted music as a key subject for development in the school development plan and is currently working satisfactorily through its plan of action towards raising standards and ensuring better quality planning. The provision of additional and high quality support and teaching from outside specialists has made a significant contribution to raising musical standards throughout the school and to creating models of good practice in music activities and teaching.
157. By the end of Key Stage 2, the pupils have built on and extended their skills in performance with both voice and instruments. They can reproduce melodies and sophisticated rhythm patterns with tuned and untuned percussion, following note patterns and symbols and show satisfactory awareness of aspects of pitch, dynamics and timbre. The pupils can illustrate a song or story with appropriate sounds and explain their choice from a wide range of music instruments from around the world. Pupils can name a range of instruments and use them effectively in performance, especially drums and xylophones. They can devise and revise simple compositions to a given theme, such as a Greek myth. Pupils listen to and review each other's performance and play simple musical arrangements in ensembles and for concerts and assembly. Pupils sing a broad

variety of songs, including rounds, part-songs and hymns, paying careful attention to diction, dynamics, style and expression. They listen to music in class lessons and learn about music from different cultures, such as the Israeli song 'Shalom' and music from great composers, including Rimsky-Korsakov, Vivaldi, Strauss and Gershwin.

158. By the end of Key Stage 1, pupils have had the opportunity to take part in a broad range of activities in all aspects of the music curriculum. They are able to play a variety of simple tuned and untuned percussion instruments and sustain a single beat using clapping and other body parts with confidence. Pupils learn songs, rhymes and hymns, which they perform with obvious pleasure and enjoyment. They are aware of pitch and the simple dynamics of 'loud' and 'soft' and can create musical accompaniments and appropriate sounds for stories. The pupils listen well to music made by different instruments and from different countries, both in performance and on record. They play simple musical games and share experiences with older pupils in assemblies and in the celebration of festivals in school.
159. The pupils' make satisfactory progress across both key stages and those with special educational needs make similar progress, as the activities match their needs and abilities and enable them to make a positive contribution to the lessons. The level of pupils' progress is also sustained by the developmental and structured music scheme recently introduced to the school and by the high quality input of outside music specialists from the local education authority and a local arts foundation. The school also offers a broad range of performance opportunities to enhance learning and assist pupils' progress in practical music-making and appreciation. An example of this is the high quality of work currently being undertaken in Year 5 as the pupils prepare a music project on Greek myths in conjunction with the English Chamber Orchestra, to be performed in Bristol Cathedral. The purchase of additional instruments also gives the pupils more and better opportunities to participate actively in lessons throughout the school, although this is sometimes hindered by the practice of delivering lessons in the classroom or music room which places limitations on practical performance opportunities. The pupils' progress is also enhanced by visits by other instrumental specialists to the school and by visits to concerts, such as those undertaken by Key Stage 2 pupils to see the London Philharmonic Orchestra. Pupils also have the opportunity to join a school choir and a jazz dance class.
160. The quality of teaching in lessons seen in the school overall is good. In Key Stage 2, it was never less than good and in three lessons it was very good. The school is well supported by outside specialists, who are mainly responsible for the delivery of the subject. This is reflected specifically in the work of the music specialist in lessons, who has a thorough knowledge of her subject and is instrumental in delivering the school's new music scheme. Although working only part-time, she has a key responsibility in delivering the curriculum throughout the school. These lessons are well planned and structured, balancing teaching with music-making activities by the pupils. They show high expectations of the pupils' performance, motivate them well and challenge their abilities. No written assessments are kept of pupils' attainment. Very clear and detailed plans are prepared for the staff, who also utilise the structured lesson plans in the school scheme. Many of the teaching staff are developing their own subject skills and knowledge but the lack of detailed planning in lessons for which they are responsible reflects their subject insecurity and the fact that the music taught on the alternate weeks when the music adviser is elsewhere is often only an inadequate revision of her work. Musical ideas are not always extended sufficiently then to develop the pupils' learning. However, there are examples of good quality music teaching in the school, particularly in Year 5, where a very good lesson was seen.
161. The pupils generally have positive attitudes to music and behave well in lessons. In lessons seen in Key Stage 2, behaviour was usually good. The pupils perform with increasing confidence as they progress through the school and work well and with enjoyment, showing a commendable ability to

adapt to new learning situations. When working independently or in groups, pupils listen appreciatively to each other's work and review it positively.

162. The provision of music resources is good. The school has added substantially to a wide range of musical instruments that provide increased opportunities for multi-cultural musical experiences. Resources are stored centrally in the music room and are accessible to all staff. The new music scheme includes compact discs, which provide a wide range of music from different countries and also feature the works of great composers as part of the subject curriculum.

Physical education

163. The standards achieved at the school have improved significantly since the last inspection. By the time they are eleven, most of the pupils attain expected standards in games, good standards in swimming and gymnastics and very good standards in dance. For example, in dance, pupils know a number of difficult steps, which they combine successfully into pleasing sequences and with a good degree of accuracy. They maintain strict rhythms throughout their performance when clapping and executing tap steps. A very high proportion of pupils achieve and exceed the nationally expected standards in swimming by the end of the key stage and a significant proportion of pupils attain good standards in gymnastics. For example, they execute cartwheels, forward rolls and backward rolls with a high degree of accuracy. They know how to arrest movement safely and how to combine poise with well-executed movements. Most pupils have a good understanding of how exercise affects the body and know that warming-up and cooling down exercises are important in maintaining the strength and suppleness of muscles and joints. Most of the pupils attain expected standards in games that involve ball skills and playing as part of a team. It was not possible to observe any lessons in Key Stage 1, but other evidence available indicates that the greater proportion of the pupils achieve standards, in all aspects of the subject, a little below what is expected nationally, mainly because the pupils lack sufficient strength, stamina and suppleness.
164. Most pupils begin their full-time education with standards a little below those expected of five year olds. Most make at least satisfactory progress throughout Key Stage 1, whilst a significant proportion of them make good progress. They do so mainly because teachers use a good scheme of work and because the school succeeds in addressing issues of health and fitness through its teaching programme. Almost all the pupils make satisfactory progress throughout Key Stage 2 in developing games skills and very good progress in swimming and gymnastics. This is largely because the school makes effective use of the expertise of instructors in those subjects. Nearly all the pupils make very good progress in dance and a few of them make excellent progress because the school has invested well in excellent instruction from an outside specialist. The pupils who have special educational needs make very good progress in swimming, gymnastics and dance because they have full access to the curriculum and benefit from the very high quality of instruction provided.
165. Overall, the quality of teaching provided at the school is very good. In the lessons observed, the quality ranged from good to excellent. The best teaching was in lessons arranged by the school but taught by highly experienced and skilful instructors. The use of outside expertise has a significant impact upon the standards the pupils attain and accounts for the good or better progress they make throughout Key Stage 2. In all the lessons observed, the teaching was characterised by very good or excellent subject knowledge. Teachers knew when and how to intervene to help their pupils attain high standards and make rapid progress. They used methods well suited to the needs of the pupils and well matched to the learning objectives of the curriculum. The teachers have very high expectations of what pupils can achieve and maintain good standards of discipline. The pace of lessons is very brisk and the time available is well used. The high quality of the teaching has a significant impact upon the pupils' attitudes to learning. Nearly all of the pupils behave well,

concentrate hard and persevere with their learning tasks. They take pride in their achievements and are keen to improve the quality of what they do. The pupils also benefit from a wide range of after-school activities that includes rugby, hockey, football, jazz dancing and tap dancing. These are well attended by both girls and boys. The teaching in both lessons and after-school activities makes a significant contribution not just to the pupils' physical development, but also to their social, cultural and personal development. For example, lessons in dance, swimming and gymnastics and instruction in rugby are helping to raise levels of pupils' self-esteem, while encouraging them to work together and providing them with knowledge and understanding of the cultural significance of dance.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

166. The school was inspected in the autumn term of 1999. A team of five inspectors, including a lay inspector, spent 19 inspector days gathering first-hand evidence in the school. They spent nearly 45 hours observing 93 lessons or parts of lessons. They observed acts of collective worship and registration periods. Inspectors also observed break-times, lunch-times and the periods before and after school. There were formal discussions with the headteacher, staff, chairman of governors and other members of the Governing Body. In addition, there were many informal discussions with staff, pupils and parents during the inspection. The inspectors examined all the available work of a representative sample of at least 3 pupils from each year group. They scrutinised work displayed or saved by teachers. The inspectors listened to a representative sample of 29 pupils read individually and observed group reading sessions. A sample of pupils' annual reports was scrutinised, as were teachers' planning and records. The school's policy documents, the school development plan, minutes from recent governors' meetings, attendance registers and pupils' records were also scrutinised. The Registered Inspector held a meeting attended by 10 parents and considered 49 responses from parents to a questionnaire.

172. DATA AND INDICATORS

172. 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	237	4	92	96

172. Teachers and classes

172. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	11
Number of pupils per qualified teacher:	21.6

172. Education support staff (YR – Y6)

Total number of education support staff:	9
Total aggregate hours worked each week:	212.0

172. Qualified teachers (Nursery unit)

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	39

172. Education support staff (Nursery unit)

Total number of education support staff:	3
Total aggregate hours worked each week:	65.0
Average class size:	26.3

172. Financial data

Financial year:	1998/99
	£
Total Income	499,831
Total Expenditure	518,157
Expenditure per pupil	1,977.70
Balance brought forward from previous year	30,084
Balance carried forward to next year	11,758

172. PARENTAL SURVEY

Number of questionnaires sent out: 180
 Number of questionnaires returned: 49

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	47	49	2	-	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	65	29	4	2	-
The school handles complaints from parents well	41	49	6	2	-
The school gives me a clear understanding of what is taught	49	47	2	2	-
The school keeps me well informed about my child(ren)'s progress	61	35	2	2	-
The school enables my child(ren) to achieve a good standard of work	67	29	2	2	-
The school encourages children to get involved in more than just their daily lessons	47	39	10	2	-
I am satisfied with the work that my child(ren) is/are expected to do at home	43	51	4	2	-
The school's values and attitudes have a positive effect on my child(ren)	53	41	4	-	-
The school achieves high standards of good behaviour	47	43	8	2	-
My child(ren) like(s) school	65	33	-	2	-

172. Other issues raised by parents

Matters raised were related to the items listed above. The inspectors endorse the very positive picture provided by the parents' responses.