

INSPECTION REPORT

Uphill Primary School
Weston-super-Mare

LEA area: North Somerset

Unique Reference Number: 109095

Headteacher: Derek Stevenson

Reporting inspector: Michael J Cahill
19623

Dates of inspection: 20 – 23 September 1999

Under OFSTED contract number: 706940

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:	4 to 11
Gender of pupils:	Mixed
School address:	Old Church Road Uphill Weston-Super-Mare BS23 4XH
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Appropriate authority:	Governing body
Name of chair of governors:	Christopher Ware
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
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Helen Barter, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Efficiency
Mary Hamby	Equal opportunities Under fives Religious education Art Music	Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development
Margaret Owen	Special educational needs English Design and technology History	Staffing, accommodation and learning resources
Vanessa Ward	Science Geography Physical education	Curriculum and assessment Leadership and management

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Main findings

What the school does well

- The promotion of good attitudes, behaviour, relationships and personal development.
- Maintains a very good partnership with parents and the local community and a pleasant and purposeful working atmosphere within the school.
- There is consistently high quality teaching throughout Key Stage 2 and good provision for pupils with special educational needs.
- The Literacy and Numeracy Strategies have been very successfully introduced.
- There are above average levels of achievement in science throughout the school.
- The quality of the early years' provision ensures that children make a good start to their full time education.

Where the school has weaknesses

- I. The National Test results in English and mathematics for 1998 are not as good as those of similar schools.
- II. The National Curriculum for information technology is not fully taught and pupils have insufficient regular access to computers.
- III. Assessment information, including that from National Tests, is not used sufficiently in subsequent planning of the curriculum and teaching.
- IV. The teachers' expectations of what pupils in Years 1 and 2 can achieve are not high enough and some lessons, although satisfactory overall, lack pace and challenge.

These weaknesses are far outweighed by what the school does well. The governing body will be producing an action plan for further improving the achievement of pupils and will be sending a copy to all parents of pupils at the school.

How the school has improved since the last inspection

There has been a significant improvement in the overall quality of teaching and in what were identified as the key issues at the time of the last inspection. In particular, there are now schemes of work in all subjects of the curriculum although the scheme for information technology is still in draft form. Standards in geography and history have been improved in both key stages. The co-ordinators of English, mathematics and science have clear procedures for monitoring the curriculum and the quality of teaching and learning. The roles of the two key stage co-ordinators to improve the quality of teaching and learning, however, still need clarification.

The strong partnership between the governing body, headteacher and staff and the evident common sense of purpose in the school and local community provide a good foundation for further improvement.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	Key
English	B	D	Well above average A Above average B Average C Below average D Well below average E
Mathematics	C	E	
Science	A	C	

Schools are described as similar when they fall into the same band with regard to the proportion of pupils entitled to free school meals, in this case less than eight per cent. The judgement based on inspection evidence is that present standards of attainment in the English and mathematics curriculum are in line with national expectations at the end of both key stages and above the national expectation in science. Attainment in information technology is broadly in line with national expectations at the end of both key stages. In religious education attainment is in line with that expected in the locally agreed syllabus.

Attainment in art, design and technology, geography, history, music and physical education is broadly in line with what is expected of children of their age and they are making satisfactory progress in developing the skills, knowledge and understanding appropriate to each of these subjects.

Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Very good
Mathematics	Good	Satisfactory	Good
Science	Good	Satisfactory	Good
Information technology	Good	Not seen	Good
Religious education	Good	Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Good

Teaching is at least satisfactory in all lessons and in around one fifth of lessons it is very good or excellent. This is well above the average for primary schools.

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	Pupils have developed positive attitudes towards their learning and their personal development is good. Behaviour in lessons and around the school is good.
Attendance	Attendance is good for the majority of pupils. However, a few parents take their children out of school in term-time.
Ethos*	There is a lively, friendly and welcoming atmosphere which creates a good climate for learning. Relationships are warm and caring and the school has a very good working relationship with the local community.
Leadership and management	The headteacher provides strong, committed and caring leadership and is well supported by the deputy headteacher, the rest of the school staff and the governing body.
Curriculum	Overall, the curriculum is broad and balanced, although some aspects of information technology are not taught. Planning is satisfactory and there are sound procedures for keeping track of pupils' progress. There is a good range of extra-curricular activities and good provision for pupils with special educational needs.
Spiritual, moral, social and cultural development	There is good provision for pupils' spiritual, moral, social and cultural development.
Staffing, resources and accommodation	The hard-working, committed and harmonious teaching staff is well complemented by an able team of classroom assistants.
Value for money	The school provides sound 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

Fifty questionnaires were analysed and 28 parents attended the pre-inspection meeting.

What most parents like about the school	What some parents are not happy about
V. Their children like coming to school. VI. Their children's teachers are approachable. VII. The good behaviour of the children and the positive attitudes and values that the school promotes. VIII. The information which they are given about what their children will be taught.	IX. Inconsistency in the setting of homework. X. Insufficient information in reports about

Inspection findings support the positive views of parents. Following the launch of its home-school agreement the school is actively seeking ways to improve consistency in the setting of homework. The school accepts that the information provided in reports about children's progress in subjects other than English, mathematics and science is too limited.

Key issues for action

In order to achieve the targets that the school has set itself in its continuing efforts to improve the quality of education provided and to raise levels of achievement, the governing body, with the headteacher and staff, should:

Improve standards in information technology by:

- XI. developing the current programme of staff training;
- XII. making sure that all aspects of the programme of study are taught;
- XIII. making sure that all pupils are allocated sufficient time to develop their skills across this subject;
- XIV. making sure that the potential for using information technology to raise standards in other subjects is fully realised.
(see paragraphs 146 – 155)

Improve standards (in comparison with similar schools) in English and mathematics at the end of Key Stage 2 by:

- XV. continuing the present excellent monitoring of teaching and learning by co-ordinators and make sure all staff benefit from well focused feedback;
- XVI. keeping good assessment records and making better use of these and of analyses of national test results to shape subsequent teaching and curriculum planning;
- XVII. making sure that expectations in mixed-age classes are sufficiently high for all pupils.
(see paragraphs 6, 41, 49,50, 118 – 137)

Raising further the overall standard of teaching in Key Stage 1 by:

- XVIII. revising the roles of the deputy head and the Key Stage 1 co-ordinator to make sure that their expertise and support are accurately targeted;
- XIX. making sure that there is effective whole school curriculum leadership across both key stages.
(see paragraphs 29 – 42, 78, 80)

· **Introduction**

· **Characteristics of the school**

1. Uphill Primary School is situated in the village of Uphill which is about two miles from the centre of Weston-Super-Mare. The school serves local villages as well as those pupils who live on the south side of Weston itself. The parental background includes people working in the professions and in the holiday and service industries as well as a small proportion who are unemployed. Between four and five per cent of pupils are entitled to free school meals. There are very few pupils from minority ethnic groups and only three for whom English is an additional language. Sixteen pupils, including five with full statements of educational needs, have individual education plans because of their special educational needs
2. The school has 320 pupils (157 boys and 163 girls) on its roll. With the exception of the two single age reception classes, pupils are taught in mixed-age classes. There were no children of statutory school age in the reception classes at the time of the inspection. Of the 41 children, three had recently celebrated their fifth birthday, and the others were four years of age. All the children attend school on a part-time basis until after half term. On the whole, the children's attainment on entry to the school is above average for four year-olds. Many of them have attended playgroups or nurseries, and they settle to their schoolwork very well indeed.
3. The school is part of the Weston Education Achievement Zone and its aims include those which derive partly from this membership, for example improving information technology provision. There is a commitment to providing high educational standards and to encouraging our *children to develop the ability to think for themselves, to approach their learning with a positive attitude and to become independent learners.*
4. The school was last inspected in March 1996 and the key issues at the time related to deficiencies in the curriculum, including unsatisfactory standards in geography and history, incomplete schemes of work and the lack of a clear framework for monitoring the curriculum and the quality of provision.

4. **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
1998	21	24	45

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	18	21	21
	Girls	24	25	25
	Total	42	46	46
Percentage at NC Level 2 or above	School	91 (84)	100 (92)	100 (92)
	National	80 (80)	81 (80)	84 (84)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	19	20	21
	Girls	24	25	25
	Total	43	45	46
Percentage at NC Level 2 or above	School	93 (92)	98 (86)	100 (92)
	National	81 (80)	85 (84)	86 (85)

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

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	20	23	43

4. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	12	17
	Girls	19	9	19
	Total	31	21	36
Percentage at NC Level 4 or above	School	72 (58)	49 (58)	84 (79)
	National	65 (63)	59 (62)	69 (69)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11	14	14
	Girls	18	17	17
	Total	29	31	31
Percentage at NC Level 4 or above	School	67 (52)	72 (58)	72 (63)
	National	65 (63)	65 (64)	72 (69)

² [Percentages in parentheses refer to the year before the latest reporting year](#)

4. **Attendance**

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

		%
Authorised Absence	School	5.4
	National comparative data	5.7
Unauthorise d Absence	School	0.0
	National comparative data	0.5

4.

4. **Exclusions**

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

	Number
Fixed period	0
Permanent	0

4. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	18.5
Satisfactory or better	100
Less than satisfactory	0

4. **PART A: ASPECTS OF THE SCHOOL**

4. **Educational standards achieved by pupils at the school**

4. **Attainment and progress**

1. The results of the 1998 national assessments for seven year olds show that their attainment in reading, writing, mathematics and science is well above the national average. Taking the three years 1996 to 1998 together, results in reading, mathematics and science are well above the national average while those in writing are above it. The school's results are above average when compared with those of schools with pupils from similar backgrounds. Taking the three years 1996 to 1998 together, there is no significant difference in the performance of boys and girls. At the time of the previous inspection, overall standards were judged to be above average in English and average in mathematics and science. Although no national comparisons can be made, the school's 1999 results are broadly similar to those of the last three years.
2. The results of the 1998 national tests for eleven year olds were above the national average in English, average in mathematics and well above average in science. The trend over the last three years shows a consistent improvement in science, deterioration followed by improvement of the same magnitude in English, and a decline in mathematics. When compared with the results of schools with pupils from similar backgrounds, the results are average in science, below average in English and well below average in mathematics. Taking the three years 1996 to 1998 together, there is no significant difference in the performance of boys and girls. At the time of the previous inspection, overall standards were judged to be above average in science and average in English and mathematics. The 1999 results show an improvement in the proportion of pupils achieving the higher levels in all three subjects and a substantial improvement in the proportion of pupils achieving at least the national standard in mathematics.
3. Following the successful introductions of the National Strategies for Literacy and Numeracy (piloted by the school during the latter part of last year), overall standards in these aspects of the curriculum are at least in line with national expectations throughout the school. However, there is higher than average achievement in reading, speaking and listening throughout the school and a significant minority of pupils, particularly in Key Stage 2, attaining higher standards of numeracy. Pupils are making satisfactory progress in Key Stage 1 and good progress in Key Stage 2 in both literacy and numeracy.
4. Overall progress in information technology throughout the school is satisfactory. Pupils in Key Stage 2 make good progress in word processing and the retrieval and manipulation of electronic information. However, some aspects of the curriculum, for example, controlling and modelling, are not taught and attainment and progress are unsatisfactory. Standards of attainment at the end of both key stages in this subject are broadly in line with national expectations. In religious education, attainment is in line with the expectations expressed in the locally agreed syllabus. Attainment in art, design and technology, geography, history, music and physical education is broadly in line with what is expected of pupils of this age and pupils make satisfactory progress. There has been a clear improvement in geography and history since the last inspection.
5. The children under five are on track to achieve the national expectations in physical

development and creative development. They demonstrate a wide range of skills like cutting out, drawing, jumping and hopping that are typical of most four and five year olds. In other areas of learning the children are doing better than expectations. They have settled very well, show good independence skills, speak with clarity, listen attentively and have made a good start on reading and writing. They recognise numerals, and can put out the right number of objects to match numbers less than 10. They are aware of the world around them and show great interest in finding things out for themselves.

6. It is too early in the school year to judge how well the children have progressed since they started school. However, looking at the work of the children in the reception classes from last year, it is clear that the children made good progress in language and literacy, the mathematical area of learning, and in their knowledge and understanding of the world. Sound progress has been made in other areas of learning. The children identified as having a special educational need receive suitable support and make good progress in building on their prior attainment.
7. Most pupils enter the school with speaking and listening skills which are good for their age. By the end of Key Stage 1 they speak confidently and express themselves well. Sound progress is made throughout the school and by the end of Key Stage 2 pupils use a wide vocabulary and articulate their thoughts clearly and logically. Their speaking and listening skills are above the national expectation.
8. In Key Stage 1 pupils make good progress in developing their reading skills and by the end of the key stage most pupils read with understanding, with higher attaining pupils showing awareness of punctuation and reading with good expression. By the age of 11 most pupils read a variety of texts fluently, with good understanding and expression although a significant minority are careless and do not self-correct.
9. Overall standards of attainment in writing and spelling are in line with national expectations at the end of both key stages although the quantity of written work seen in lessons was low. The skills of extended writing are relatively under-developed. From Year 2 onwards the handwriting of most pupils is a neat joined script and the standard of presentation of work is good.
10. Attainment in mathematics, including numeracy, at the end of both key stages is judged to be in line with the national expectation. In Key Stage 1, satisfactory progress is made in the development of number skills and pupils confidently apply their knowledge to work which involves computation of money. Satisfactory progress is also made in Key Stage 2 across the mathematics curriculum, with higher attaining pupils confidently calculating $\frac{3}{10}$ of £6.50 in their heads. Good progress is made in the development of the skills of mathematical investigation and in recording and explaining the results.
11. In science, attainment is above the national expectation at the end of both key stages. Key Stage 1 pupils show a good level of knowledge of life and physical processes when learning about the five senses or about solids and liquids. Key Stage 2 pupils have a good range of scientific knowledge and vocabulary and a good understanding of how to design and carry out experiments. Progress throughout the school is good.
12. All pupils with special educational needs, some of whom benefit from an intensive individual support programme with the specialist teacher, make good progress and attain appropriate standards. Others make good progress in class as a result of being helped

by learning support assistants.

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

13. The school continues to be the happy, orderly and welcoming environment described in the last report. It promotes positive attitudes to work, good behaviour and makes a strong contribution to pupils' personal development. The parents are generally pleased with what the school provides for their children in this aspect of the school's work. There have been no incidences of exclusions during the last year, and the school has clear procedures to deal with any such events. Some parents have expressed concerns about bullying, and this was properly investigated during the inspection. There are good procedures for monitoring the behaviour of the pupils: the senior staff thoroughly and sensitively investigate and deal with any incident which comes into the category of harassment.
14. The development of the children's personal and social skills is a strength of the provision for the children under five years of age in the reception classes. The teaching concentrates on promoting good attitudes to school, and it pays dividends. Even so early in the term, the children are very well settled into the routines of school. There are no tearful partings from parents, and the children are keen to engage in the wide variety of activities that their teachers have prepared.
15. Pupils in Key Stage 1 have positive attitudes to their work. They are cheerful and concentrate on their tasks. They show pleasure in their work and persevere until it is complete. They talk willingly to visitors about their work and are proud of the things that they have made.
16. At Key Stage 2, pupils are enthusiastic about their work. Their positive attitudes have a clearly beneficial impact on the progress that they make. Throughout the key stage, there is a strong commitment to making each classroom into a lively and productive workshop. All pupils, including those with special educational needs, work together well either in *friendship* groups or in ability-based sets. They have a thirst for learning, are keen to extend their knowledge through questions and research, or by listening to their teachers explaining things to them.
17. Children under five behave well, and they are starting to take an active interest in each other's behaviour. For example, they remind each other that the teacher likes them to put their hand up to answer a question, and to tidy up after a play session.
18. At Key Stage 1, pupils behave well in the main, though there are a few incidences of immature behaviour in some lessons. This happens when there is not enough challenge and interest in the work, and some of the pupils get restless and fidget. In assembly and at playtimes the pupils behave well, and are courteous and sensible.
19. At Key Stage 2, most of the pupils behave well. They know what is expected of them, and understand the difference between right and wrong. They are polite, courteous and friendly, and make visitors to the school feel welcome. Older children behave very well while they are waiting for their teacher to come. For instance, pupils tune their instruments and assemble the music stands while waiting to start their music practice. There are a few pupils who exhibit challenging behaviour. The teachers are aware of potential misbehaviour from these pupils and ensure that they have adequate

supervision so that lessons are not disrupted by inappropriate behaviour.

20. The personal development of children under five is good. Most of them have learnt that they have to wait their turn when they play ring games like "Farmer's in his Den". One or two still find it difficult to control their enthusiasm, and want to be the central character in each new game. On the whole, they have a good understanding of co-operative ventures. One or two of the children are starting to show some initiative. For example, when there were more children in the farm play area than space allowed, one child suggested that they needed a sign restricting the number to four.
21. Pupils at Key Stage 1 make good strides in their personal development. They use equipment independently to support their learning and treat their resources with respect. In literacy lessons, they join in with the shared texts and express their opinions freely. In the part of the lesson where they have to work on their own, they try hard to get on with their work and not to disturb others.
22. At Key Stage 2, the pupils continue to make good progress in their personal development. They take their responsibilities seriously, like telephone duty and helping in assembly. They take part in extra-curricular activities, like football and orchestra, and they understand that practice helps them to improve their skills. They help their younger schoolmates and show a very caring attitude when doing so. They show great perseverance with their work, for example, when making clay vases, and maintain composure when things go wrong. Many of them understand that it is better to try and fail, than not to try at all. They are increasingly aware of the needs of others in the community, and are looking forward to distributing Harvest baskets to the local senior citizens.
26. **Attendance**
23. For the majority of pupils, attendance at school is good. Levels of attendance are just above the national average and there is very little unauthorised absence. However, there is an increased tendency for parents to take their children away from school during term-time and this has resulted in a slight decrease in attendance levels since the last inspection. The school has brought this to parents' attention and has requested that they consider the implications of absence on their child's levels of attainment and progress.
24. Most pupils are punctual at school and arrive in good time for registration and the start of lessons. There are a few pupils who are regularly late and the school closely monitors them. Registration periods at both the beginning of morning and afternoon sessions are carried out promptly. Pupils answer quickly and politely to their names and are often busy working on tasks that have been set for them. Very little time is wasted before lessons get under way. During the day, timekeeping is good and the school runs smoothly.

28.

28. **Quality of education provided**

28. **Teaching**

25. The quality of teaching is good or very good in more than 60 per cent of the lessons

seen. In fact, around one in five of lessons seen during the inspection were graded very good or excellent and none were judged to be unsatisfactory. These proportions are considerably better than the average for primary schools and represent a big improvement compared with the last inspection. At that time, one in five of lessons in Key Stage 1 and one in eight of lessons throughout the school were judged to be unsatisfactory.

26. High quality teaching is particularly evident in the early years and in English, mathematics and science, especially in Key Stage 2. The teaching of the under fives in the reception classes is generally good, and standards have been maintained since the last inspection. The staff have a thorough understanding of the needs of the children, and create interesting learning opportunities through structured play, through instruction and through the provision of a stimulating learning environment. They plan together to ensure consistency between the classes, and identify suitable learning objectives for each lesson. They gear their questions to individual children so that each child has to think hard about what has been asked. They are especially good at drawing in the quieter children, who may not want to volunteer an answer.
27. The staff have high expectations of the children's behaviour, and this has a positive effect on standards. In most instances, their expectations of the children's attainment is satisfactory, but occasionally they plan to cover things that the children already know, and so, although the children have their learning reinforced, they do not learn anything new. Most of the lessons have good introductions so that the interest of the children is aroused. The lessons move along at a brisk pace, but sometimes they are not rounded off well enough to remind the children about what has been learnt. The teaching makes good contributions to the acquisition of key skills in reading, writing and number work. The teachers seize all the available opportunities to emphasise the development of good reading habits, demonstrate correct letter formation and get the children to count and compare.
28. In the rest of the school teaching is always at least satisfactory. Twenty-five per cent of the lessons observed in Key Stage 1 were graded good or better, and 80 per cent fell into those categories in Key Stage 2. The overall higher quality of teaching is making an important contribution to improving pupils' behaviour and their attitudes to learning. The vast majority of pupils have good and positive attitudes towards their learning and behave well and this is also helping to raise their levels of attainment.
29. The improvement in teaching quality is the result of a number of factors including monitoring by the headteacher after the last inspection and subsequently by subject co-ordinators, and the successful introduction of both the Literacy and Numeracy lessons. The teaching of the literacy hour is at least good in more than three-quarters of lessons and very good or excellent in two-thirds of them. However, there are too few opportunities for pupils to develop the skills of extended writing and this is keeping the national test results in writing down.
30. In the Years 1 and 2 classes, where less of the teaching is good, inadequate planning and too low expectations to attain higher standards result in the provision of tasks which do not stimulate good learning and progress. For example, there are too many instances of low level drawing tasks which involved merely copying or using templates. The methodology of the Literacy and Numeracy lessons has not been fully assimilated into teachers' practice in these classes.

31. The best teaching is soundly based on good planning which is often produced by the teachers in a year group working together, possibly under the leadership of a subject co-ordinator. Examples seen during the inspection include the information technology lessons in Years 3 and 4 and the science lessons in Years 5 and 6 on air resistance and surface area.
32. Where the planning includes a clear identification of what exactly the pupils are intended to learn, lessons are well focused on these objectives. In some cases the learning target for the week or the individual lesson is clearly displayed as a reminder to all. This is good practice and helps to maintain focus. Where the intended learning for the lesson is not sharply identified, but merely described through extracts from National Curriculum programmes of study or weekly numeracy plans, work is less well focused and paced. In these instances, although lessons are satisfactory overall, they do not lead to such good progress by the pupils.
33. A strong feature of much of the good teaching observed is the care with which teachers prepare work which is well matched to the needs of groups and individuals with differing learning needs. In addition, most teachers are skilled at asking questions which help groups and individuals to consolidate their learning and have the right degree of challenge. In an excellent English lesson with a Years 5 and 6 class the teacher varied the level of complexity of the sentences used when analysing a poem and asked very good, probing questions to draw out the meaning of *flattery* in group work. In this lesson, as in the Years 3 and 4 science lesson which was also judged to be excellent, very good preparation combined with excellent organisation and relationships created a pleasant working atmosphere in which all pupils made very good progress. The science lesson was a very good example of how teachers strike an appropriate balance between whole class instruction and discussion, group and individual work, some of which is practical and some written. The interest and motivation of pupils is maintained and the learning objectives are well met.
34. In the better lessons teachers move noticeably and effectively round the classroom, encouraging and checking on progress. Learning support assistants and volunteer helpers make an important contribution to raising the levels of attainment of groups and individuals.
35. The pace of lessons is usually good and most teachers have benefited from the experience of adopting the Literacy and Numeracy lessons. In particular, a plenary or sharing session is now built into the planning for most lessons in most subjects. Where too short a period of time has been allocated to a lesson because of other timetable demands, the absence of an adequate plenary has a noticeable adverse effect on the quality of learning.
36. Most of the teaching of the under fives in the two reception classes is good or very good. It is based on good understanding of how children learn and what they need to learn. The teaching of pupils with special educational needs who are withdrawn for additional help individually or in small groups is very good. The teacher concerned has specialist training and usefully advises colleagues on strategies to use with pupils who have similar difficulties.
37. At this early stage of the school year teachers do not know all of their pupils well.

However, relationships are good and in the great majority of cases classroom routines are well established and there is an atmosphere of pleasant and purposeful activity. Day-to-day assessment of pupils' progress is satisfactory but there were few instances of teachers keeping assessment records which would help to improve curriculum planning and teaching beyond the immediate future. There were, however, many examples of high quality marking which conveyed to pupils what was good (or not) about their work and how it could be improved.

38. Parents made the point that there is some variation in the practice of setting homework and inspection evidence supports this view. At best, notably in mathematics, tasks are set which not only extend pupils' learning and encourage independence but also give parents an opportunity to show interest and offer support.
42. **The curriculum and assessment**
39. The school meets statutory requirements for the National Curriculum. The national strategies for literacy and numeracy are successfully implemented. The curriculum for religious education meets the requirements of the locally agreed syllabus. Provision for the pupils' personal and social development, including health and sex education and drug awareness, is satisfactory. Pupils' development in the creative arts is satisfactorily provided for, and aspects of music and dance are good. The curriculum as a whole is broad, balanced and relevant and prepares pupils well for the next stage of their education.
40. The previous inspection report noted that the school's provision for geography and history was unsatisfactory, and that policies and schemes of work were inadequate to support effective teaching. The school has made good progress in addressing these weaknesses. The quality of the curriculum for history and geography has been improved, and is now at least satisfactory. The staff have worked hard to complete and introduce policies and schemes of work for all subjects, and these are reviewed regularly and updated to meet the latest recommendations. This written guidance contributes significantly to the broad and balanced curriculum which the school provides, and helps to promote continuity of subject content both between classes of similar aged pupils and across key stages. However, there are weaknesses in the provision for information technology, and this prevents the pupils from making as much progress as they should.
41. The children under five do not have to study the National Curriculum subjects. Instead, they follow the nationally recommended guidance, which covers six main areas of learning. The school plans show that these areas are covered in sufficient depth and balance to enable the children to be fully prepared for the next step in their education. An appropriate emphasis is placed on language and literacy, mathematics and personal and social development and the teachers plan carefully for the transition to the National Curriculum.
42. The planning for the curriculum is satisfactory. The curriculum is planned and taught effectively through a series of cross-curricular topics and discrete subject teaching. The guidance in the schemes of work, and the joint planning carried out in year groups by the teachers, help to provide greater consistency for the pupils. Planning makes clear links with the National Curriculum and indicates what the teachers want pupils to learn. There is close correlation between what is planned and what the pupils experience. Pupils with special educational needs are set work appropriate to their needs and have full access

to the National Curriculum.

43. The school curriculum is enriched by a good range of extra-curricular clubs. These are well attended and include several sports, chess and musical activities. Inter-school sports fixtures are a regular feature, and these provide valuable opportunities for pupils to develop their understanding of fair play and good sportsmanship. The teachers give willingly of their time to organise these clubs which are open to all pupils in Years 5 and 6. A good feature of the school's sporting provision is that any able pupils are sent for trials for football and cricket. The curriculum is enriched further by opportunities for pupils to take part in musical, swimming and dance events with other schools.
44. There is a satisfactory policy for assessment, which is regularly reviewed and revised as appropriate. It describes clearly what assessments should take place and what evidence should be kept. Assessment on entry is used adequately to measure the attainment of the under-fives. At Key Stages 1 and 2, a good range of assessments is used in English, mathematics and science and this helps the teachers to keep track of progress. Samples of pupils' work in English, maths and science, which have been graded according to National Curriculum levels, are collected as useful examples to assist teacher assessments. Pieces of work from a range of subjects are selected by pupils and teachers and compiled in individual pupil portfolios; these provide a useful record of attainment and include valuable written self-assessment by the pupils.
45. Although samples of pupils' work and some records are kept for a few of the other subjects, agreed assessment procedures are not in place and the tracking of pupils' progress is not consistent between classes. This means that the link between planning and assessment relies heavily on the teachers' personal knowledge of the pupils, without the support of documented records.
46. Whilst some discussion takes place regarding national and school test scores, there is insufficient analysis of assessment data. This means that the teachers do not make best use of the available information to focus on particular weaknesses in the pupils' learning as identified by the tests. Targets relating to National Curriculum levels are set annually in English and mathematics for each pupil. Progress towards these is monitored satisfactorily.
50. **Pupils' spiritual, moral, social and cultural development**
47. The school has maintained its good provision for the successful development of the pupils' spiritual, moral, social and cultural education. The parents express their satisfaction with this aspect of the school's work.
48. The school promotes well pupils' spiritual development through assemblies, lessons, extra-curricular activities and through its strong ethos of care and concern for individuals. Assemblies make a very strong contribution to the spiritual growth of all the pupils. The youngest pupils showed awe and amazement when their teacher revealed to them the *secret star* that is hidden inside each apple. The pupils in Key Stage 1 listened to the headteacher's account of the selfish giant with rapt attention, and were amazed by the pictures showing the effect of the *North Wind and Hail* coming into the giant's garden. The pupils in Key Stage 2 show reverence in their prayers, and understand the symbolism and rituals of collective worship.

49. Opportunities for reflection are suitably provided so that the pupils can think about the morals in stories and relate them to their own experience, or empathise with others. In lessons, pupils are encouraged to think about how it might feel to be persecuted for their beliefs. Through these experiences they come to understand more about a spiritual dimension in their own lives. Some pupils come together to play in the school orchestra at lunchtime. This provides them with the chance to become totally absorbed in an activity which has a clear and intense spiritual dimension. The quality of their music, and the joy with which they play, is totally uplifting and is an excellent feature of the provision.
50. The school's provision for moral education is good. There are clear rules, which have been agreed by the whole school community. These rules are related to sensible expectations of behaviour and considerations of right and wrong. The school encourages self-discipline within an ethos of care, respect for others, and for property. Relationships between staff and pupils are good and this contributes positively to the expectations that most staff have of their pupils' behaviour. The staff provide good role models for the pupils, and appropriate opportunities are sought in lessons to reinforce the school rules. Themes in assembly are selected with the intention of reinforcing positive community values, and make a good contribution to moral education. The recent theme of *sharing* brought home to the pupils that material possessions are of less consequence in life than are emotions like loving and being loved, giving and receiving.
51. The school provides well for the social development of its pupils from their earliest days in the reception classes to their last days as Year 6 leavers. The pupils are encouraged to be sociable with each other in lessons, when they have the opportunity to work for some of their time in *friendship* groups. They are taught to respect and value companionship. The pupils have an easy rapport with visitors and are courteous to them, by opening doors and showing them routines. The pupils are given suitable responsibilities, like telephone duty, and they carry these out well.
52. Pupils are encouraged to think about the world in which they live, and their place in it. Activities like the Harvest celebration and charitable collections are successful in encouraging the pupils to be aware of the need to share, and to consider those who are less fortunate. They learn how to get on well with each other in team games like cricket and football, and they learn the nature of competition when they play chess. It is through these activities, that the school provides in addition to lessons, that the pupils are taught good life skills, such as accepting defeat with good grace and celebrating victory. There are numerous opportunities for the pupils to rise to personal and collective challenges, and these make a very strong contribution to their social development. On field trips the pupils overcome feelings of homesickness and take part in adventurous pursuits such as fencing and abseiling. They work together for awards, such as "Challenge One" in the Animal Action Club, which increase their environmental awareness.
53. The provision for the pupils' cultural development is good. In English lessons they study a range of poetry styles, such as ballad, haiku and elegy. In music and assemblies they listen to a range of music from different periods and sources, and in other lessons they are able to taste bread from different countries. Pupils are made aware of the ways in which people from different faith communities celebrate notable events such as Christmas and Holi, and they show respect for cultural traditions within and beyond their community. A range of visitors enriches the school's cultural provision, and stimulates work to extend the pupils' experiences. Stories are chosen from different countries and religions so that the pupils begin to appreciate the richness and diversity of the world in

which they live.

57. Support, guidance and pupils' welfare

54. The provision that the school makes for pupils' support and guidance is good and has a positive impact on their learning. Since the last inspection, the school has strengthened its procedures for the safety and welfare of pupils and staff. Through the involvement of pupils, staff and parents in a review, further improvements have been made to the school's behaviour policy to ensure that there is consistency in the way in which individual pupils' behaviour problems are dealt with.
55. Parents report that the help and support provided for their children are good. They feel that they can speak to teachers about any concerns they may have and that these are dealt with well. Although a few parents are not always sure how incidents of poor behaviour are dealt with, many parents were positive about the efforts the school makes to involve them if these occur.
56. The school's procedures for monitoring academic progress and personal development, in order to provide appropriate support for pupils in the classroom and during their time at school, are good. The assessment policy gives clear guidance to teachers for recording progress in different subjects and in reading, keeping samples of work to show where progress has been made and recording the results of baseline assessments and national testing. Pupils' profiles and portfolios are kept up to date by teachers and are used consistently across the school. These give a clear indication of the progress that a pupil has made from the time they start school to the end of Key Stage 2. Pupils contribute to the analysis of their progress through the annual completion of 'Myself' sheets where they assess their own work and identify targets for further improvement. This is an effective method of developing pupils' self-awareness of where their strengths and weaknesses lie. Staff know the pupils with special educational needs well and give them good support both inside the classroom and at other times.
57. In the classroom, teachers have individual methods of rewarding and celebrating pupils' achievements. Systems of reward, such as stars, stickers and team points, are used according to the age of the pupils and are highly valued by pupils who receive them for improvement in work, attitudes to learning and towards others. Provision for pupils' welfare is good, especially for those with statements of special need. Public celebration of success takes place in assemblies, for example, where pupils have achieved success outside school in sports and music competitions. High value is placed by both pupils and staff on the termly *Tom Tait* award which is given in recognition of significant progress made by a pupil in terms of both academic and personal development.
58. The school employs a good range of strategies to promote positive standards of behaviour and this has a good impact on pupils' learning and the progress that they make. Staff provide good role models through the relationships that they promote between themselves and pupils. They have clear expectations of pupils' behaviour, but not always of potential achievement, and are consistent in their praise and encouragement. The school's behaviour policy, devised by pupils, staff and parents, is clearly visible in classrooms. It is used to good effect to reinforce the school's expectations for standards of behaviour and to promote positive attitudes and respect towards others. Regular discussions in classrooms and themes in assemblies are effective in reinforcing positive behaviour. There are clearly stated strategies for

recording and dealing with any incidents of bullying.

59. The school site is large with many hidden corners behind the mobile classrooms and permanent buildings. At lunchtime, the supervision of pupils is satisfactory and the midday supervisory staff have a good system for ensuring that all pupils are overseen while having lunch or at play. However, at morning break-time, only one member of staff is responsible for supervising each of the two playgrounds. This is insufficient for the junior playground where pupils are allowed free access to all areas surrounding the buildings.
60. Good attendance levels are achieved through clear and consistent procedures for monitoring and promoting attendance. Teachers complete registers correctly and these are checked at regular intervals by the educational welfare officer. Parents are aware of the procedures for reporting absence and are regularly reminded about the importance of good attendance and punctuality for their children through the school handbook and newsletters. The school has recently put in place procedures to monitor more closely pupils' absences for holidays during term-time and for those pupils who are persistently late, in order to improve levels of authorised absence.
61. The school has good arrangements for ensuring that it provides a safe place for adults and pupils to work. The health and safety and security policies make clear the school's procedures for dealing with all areas of school life and for frequent checks of the premises by the caretaker, headteacher, staff health and safety representative and members of the governing body. Regular fire drills, checks of electrical and physical education equipment and a good awareness of areas of possible risk ensure that there is a safe working environment. In comments made to the inspection team, parents raised their concerns about the problems of car parking outside the school and the potential hazard to parents and pupils. Although there is little the school can do to resolve the car-parking problem, it frequently reminds parents of the dangers of parking outside the school gate.
62. The school makes good use of the caretaker's expertise in maintaining a good standard of repair and decoration. The procedures for dealing with first aid, accident reporting and pupils' medication in school are also good. A rolling programme for staff to take part in first-aid training ensures that they are always up-to-date with current procedures. The headteacher is responsible for dealing with any concerns about a pupil's well being. However, although he has had training in up-to-date child protection procedures and has relayed these to staff, there is no school policy which clearly states how concerns should be reported and recorded. There is also no provision for another member of staff to support the headteacher in dealing with sensitive issues relating to a pupil's welfare.
63. The school places good emphasis on pupils' well being in their daily lives. As part of its *Walk to School* campaign, pupils learn about safety issues relating to roads, railways, water, sun, fire and *stranger danger*. The police liaison officer, fire and lifeboat services contribute to pupils' awareness of safety in their local environment. Satisfactory provision is made for pupils to participate in programmes of sex education and drugs awareness and their own personal safety is promoted through the use of the *Kidscape* programme.
67. **Partnership with parents and the community**

64. The school's partnership with parents and the local community is very good and is a strength of the school. Since the last inspection, the school has improved the quality of information it gives to parents through regular information meetings with teachers to discuss curriculum plans, strategies for teaching literacy and the introduction of the mathematics games library. Parents appreciate the school's work in improving the quality of curriculum information made available to them. The school continues to have a well-established and valued place in the local community.
65. In the questionnaires sent to parents and at the pre-inspection parents' meeting with the registered inspector, parents showed good support for the school and its work. Although there were a few criticisms about the school's provision for homework and some negative comments about the amount of information parents receive about their child's progress, these were in the minority. Overall, parents expressed approval of the education provided for their children. Nearly all parents report that their children are happy to come to school and that they appreciate the hard work of staff in teaching and caring for their children. The school has sought parents' views about homework through a meeting to discuss the home-school agreement and, along with the adoption of a homework policy, now states its commitment to providing regular homework for all pupils in accordance with government guidelines.
66. Overall, the quality of information provided for parents is good. Parents receive regular newsletters which keep them well informed about events and activities taking place in school. Curriculum information, through newsletters and a year group meeting to explain the work to be covered by pupils, ensures that parents know what their children will be learning. This assists parents in supporting their children's work at home. Regular meetings are held with teachers to discuss pupils' progress but the school encourages informal contact with teachers so that any concerns are addressed when they arise. Most parents report that any worries they may have are dealt with well by teachers, although a few are less positive about the way in which the school has explained to parents why the results of national tests are low compared to similar schools.
67. Teachers' annual written reports to parents cover all subjects of the National Curriculum, and reporting about the core subjects of English, mathematics and science is good. However, there is insufficient information in the remaining subjects of the curriculum to give parents a clear indication of what pupils know, understand and can do. At present, reporting in these subjects is restricted to a description of only a small part of what the pupil has done during the year and is not representative of either of what the pupil has learned or of how well they have done it. The school handbook is well presented and helpful to all parents, including those who are new to the school. Although the governing body's annual report is an attractively presented document, there is insufficient information for parents about the progress the school has made on the key issues raised at the last inspection. This is a statutory requirement.
68. Parents' involvement in their children's learning is good. Many parents help in school with activities in the reception classes, with reading and cooking and on school visits. Partnership with the parents of pupils with special educational needs is good. Parents are involved in discussions about their child's special educational needs and sign the individual education plans. Most parents support the school and help their children with homework such as reading practice, phonic sounds and learning key words.
69. The school has sought the opinions of parents through questionnaires and a meeting in

order to put together a home-school agreement. At the time of the inspection, parents were still returning the signed document but there were indications of overall support for the agreement which shows a good commitment to a positive home-school partnership. Parents' opinions have contributed to the homework process and the majority of parents are supportive of their children's learning at home. Home-school reading diaries are used well by parents to demonstrate their support for their child's progress in reading and to communicate with teachers. Some parents would like to see more consistent use of these by teachers.

70. All parents are very supportive of school activities and attend concerts, plays and sports events. The parent-teacher association organises a wide variety of events to raise funds for extra resources for the school and these are well supported by parents and the local community. In recent years, sums raised by the association have been significant and have included the funding of a new classroom and improvement of the school grounds through the *Ladybird Project*. This contribution has had a positive impact on the pupils' learning environment.
71. The school plays an important part in the village community of Uphill. It makes very good use of its links with the community to enrich the curriculum and to improve pupils' social and cultural development. Pupils take part in local festivals, support charity events for the hospital and homes for the elderly and have taken part in bulb planting with the Uphill Village Society. Two years ago, the school celebrated its 125th anniversary. Local people were fully involved in the festivities and contributed to a well-documented history of the school. The school is currently part of the village's plans to mark the Millennium. Pupils make regular visits to the church and members of the clergy take part in some assemblies. Clubs for football, gymnastics and Cubs are held on the school premises and are attended by pupils from the school.
72. Through the partnership with other schools as part of the Weston Education Achievement Zone, the school has good links with both primary and secondary schools. Regular curriculum meetings are held for staff and pupils take part in combined events such as a science fair, music workshop and the publication of a poetry anthology. There are well-established procedures in place for the transition of pupils and the transfer of information when pupils move to their secondary schools. The school has benefited from some local business sponsorship to further its support for a Romanian orphanage and to acquire a sundial for the playground. Regular visitors to the school include the police, the Royal National Lifeboat Institute, theatre groups and a puppet theatre. Good use is made of visits to local museums, such as Clara's Cottage and the museums and art galleries of Bristol to enrich pupils' cultural development and support topics in the curriculum.

76. **The management and efficiency of the school**

76. **Leadership and management**

73. The leadership and management of the school are sound overall, with several strengths. The headteacher provides positive and caring leadership. He establishes good relationships in the school and through his commitment to, and concern for, the development of individual pupils, he fosters a learning environment in which pupils feel secure and happy and are keen to achieve their best. The staff support the headteacher

well and work with commitment to the school. The day-to-day management of the school is good, and effective systems and procedures help the school to run smoothly. A high percentage of the parents who returned questionnaires agreed that the school's values and attitudes have a positive effect on their children.

74. The headteacher, governors and staff have made good progress in rectifying the weaknesses identified in the last report. The monitoring of the curriculum is now much improved. However, the management roles of the key stage co-ordinators remain insufficiently well developed. They have too little influence in their areas and are not enabled to gain a comprehensive overview of the quality of teaching, learning and standards in the school. The deputy headteacher works very conscientiously and effectively in supporting the headteacher in promoting school improvement.
75. The governing body plays an active role in supporting the school and works enthusiastically to move the school forward. There is a good committee structure and reporting procedures between the committees and the governing body are very effective. Regular meetings ensure that governors are kept well informed. The governors have a good understanding of their roles and give willingly of their time and energy in support of the school. The governors keep parents well informed, though they have not always included in their annual report information regarding progress with the post inspection action plan. Apart from the omission of a policy concerning the physical restraint of pupils, governors fulfil their statutory responsibilities. Suitable arrangements are in place for those pupils who are withdrawn from collective worship. The school provides equality of opportunity for its pupils and is vigilant to ensure that the needs of minority groups are catered for.
76. Satisfactory job descriptions have been agreed for all co-ordinators since the last inspection, and a system is now established whereby co-ordinators are released from teaching in order to monitor and evaluate developments in their subjects. In most cases, however, co-ordinators' focus has been largely on teachers' planning and pupils' completed work rather than on the quality of teaching and learning in other classrooms. Written reports to governors, however, do indicate that following monitoring changes are made to improve practice. As a result of monitoring by the geography co-ordinator, for example, an increased emphasis on the teaching of geography skills was introduced across both key stages. However, the evaluation of standards and the quality of teaching are not always given sufficient focus. The headteacher has a highly visible presence around the school and through which he informally monitors the quality of teaching, learning and behaviour. However, he does not have a programme of formal monitoring of the quality of teaching and the deputy headteacher does not have a whole school and whole curriculum role which includes this aspect of leadership and management.
77. The leadership and management of the special educational needs provision is good. The co-ordinator contributes to all curriculum meetings and has termly confidential meetings with learning support assistants about their work. She keeps the register up to date and updates individual education plans twice a term, when targets and contracts are reviewed. The teacher with responsibility for teaching pupils with special educational needs during two days each week gives the twenty pupils she sees excellent provision. She also advises other teachers and learning support assistants about their work and conducts pupil assessments.

78. The development plan is comprehensive, includes appropriate targets and sets out clear programmes of action, describing how they will be achieved. Whilst the plan is detailed for the current year, it does not describe in outline expected developments in subsequent years. The plan is monitored by the headteacher and the resulting information is given to the governing body. However, there is no systematic evaluation of the success of the various initiatives, or any formal means of analysing the cost effectiveness of spending decisions. This area has been highlighted in the school development plan for action during the next calendar year
79. There is a clear set of aims which were recently reviewed and agreed by staff and governors. The aims give purpose and direction to the everyday experiences which the teachers provide for the pupils. The leadership roles, and particularly that of the headteacher, have a positive effect on the caring ethos of the school. There are effective working relationships between governors, staff and parents, and all involved in the life of the school are made to feel welcome and valued. These good relationships have a direct impact on the quality of teaching and learning. There is a strong commitment from governors and staff to continue to work for school improvement.
83. **Staffing, accommodation and learning resources**
80. The school has an appropriate number of committed, qualified teachers with sufficient experience and expertise to teach the National Curriculum and religious education. In the reception classes, the staffing is generous at the beginning of the academic year, because the numbers of children on roll are low. The learning support staff, including those appointed to support pupils with special educational needs, provide good and valued support to pupils and teachers in the classroom.
81. Staff development is appropriately linked to priorities identified nationally and in the school development plan; this contributes to staff effectiveness. There are suitable arrangements for the induction of newly qualified teachers. There has been a lapse in the appraisal cycle following recent changes in the programme.
82. The school has a good administrator who, together with the lunchtime and caretaking staff, contributes to the smooth running of the day to day life of the school.
83. The school benefits from its large pleasant grounds which include a playing field and an attractive, carefully tended garden. Playground space is fragmented by numerous buildings on the site, and this makes supervision difficult at break times.
84. The headteacher has led a programme of building improvement and there is sufficient accommodation for the present number of pupils. The school makes good use of available space which is well managed and maintained. However, as many classrooms are separate from the main school building, the movement of pupils for different lessons can be difficult during inclement weather.
85. Learning resources are generally well managed, easily accessible and sufficient in number for the school's curriculum and range of pupils. However, the condition of some structured reading books, used for pupils with special educational needs, is poor. The school has correctly identified the need to extend and improve the library resources and for better facilities, hardware and software for teaching information technology.

89. **The efficiency of the school**

86. The last inspection report stated that the school used *judicious budgeting* to fund its planned development. Since then, the governing body and headteacher have upheld careful control over a budget which is becoming increasingly difficult to maintain because of financial cuts, a planned reduction in pupil numbers and constraints on spending.
87. School development is supported through good financial planning. The governing body's finance committee, which includes members with professional expertise, has appropriate terms of reference and meets regularly with the headteacher to consider the financial information made available to them. The committee monitors budget spending and has good knowledge of the school's income, expenditure and costs of resourcing. Meetings of the committee and decisions made are fully minuted and reported to the governing body.
88. In recent years, the school has made use of a substantial sum of money in the school fund, much of it from the parent-teacher association, to support the development of the school's accommodation and grounds. However, it recognises that it cannot rely on these funds for much longer to support a dwindling budget. The headteacher and governing body know that careful budgeting must take place in order to maintain desired staffing levels and to carry out the planned development of facilities for information technology, the library and associated accommodation needs. Staffing costs for both teaching staff and general assistants are high and the school has already made some cuts in its provision of general assistants to provide classroom support. The governing body is fully aware of the need to control expenditure carefully. However, it has not yet sufficiently focused on the financial impact of a reduction in pupil numbers over the next three to four years in order to predict spending patterns and plan for possible further cuts in staffing levels.
89. Since the last inspection, the governing body has made improvement to its strategies for forward planning and has identified targets for school improvement. It is aware of the need to evaluate the cost effectiveness of its spending decisions but has yet to implement procedures for evaluating the success of these in terms of improving standards in pupils' attainment.
90. Additional funding, such as grants for curriculum monitoring and baseline assessments, is used effectively to provide time for curriculum co-ordinators to monitor their subjects and for staff in the reception classes to carry out baseline assessments in order to provide appropriate support for pupils. Funds available to support the education of pupils with special educational needs are identified and appropriately allocated. However, the school is rightly concerned about the impact that a proposed decrease in funding will have on the provision of general assistants to support those pupils. The school is part of the Weston Education Achievement Zone and is relying on grants from this source to improve its provision for information technology.
91. Overall, the school makes efficient use of its teaching and support staff who are appropriately deployed to support pupils' attainment and progress. The school makes satisfactory use of the accommodation available to it. However, the library is under-used by many pupils in Key Stage 1 due to its position in the older part of the school. The outdoor environment has been recently improved through the *Ladybird Project* and good use is made of the school grounds to support physical education, play and

environmental work. Satisfactory use is made of the resources which are available to support the curriculum, including books and computers. Good use is made of outside visits and visitors to the school as additional resources to support pupils' learning. The school receives significant financial contributions from the parent-teacher association for resources and additions to the accommodation and these have a positive impact on pupils' learning environment.

92. There is very good financial control which is recorded and monitored using a computerised system. The auditor's report, received by the school a year ago, made some minor recommendations relating to receipts and invoices. These have all now been addressed through a review of office procedures and the governing body's adoption of a purchasing policy. The school is well supported by the local education authority's finance officer who checks the main budget and supports the secretary with any problems relating to the computerised system. The secretary and clerical assistant handle day to day administration efficiently and unobtrusively, give good support to pupils and parents and allow the headteacher and teaching staff to concentrate on educational matters in the school. Clear office systems are in place, for example, those for ordering materials for the school's use and for banking and the handling of petty cash. Satisfactory arrangements are in place for an independent audit of the school fund which includes contributions from the parent-teacher association.
93. The school gives sound value for money, taking into account: the pupils generally good attitudes to learning, their good relationships and behaviour; the good quality of teaching; the satisfactory progress that pupils make; the good provision that the school makes for pupils' spiritual, moral, social and cultural development; the underachievement of pupils in English and mathematics in relation to schools with pupils from similar backgrounds; the average cost per pupil, slightly above average.

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

97. **Areas of learning for children under five**

Personal and social development

94. The standards that the children attain are above expectations. The children have settled successfully into school, and already show a good understanding of routines like putting on an apron, sitting in a circle, and lining up to go to the hall. They play happily on their own, or with a friend, and for the most part share willingly and take turns fairly. They concentrate on activities like completing a jigsaw puzzle, and persevere with those pieces that need careful turning before inserting into the puzzle.
95. They behave well and abide by the rules. For example, they comply with the rule about the number allowed to play in the home corner. Some children begin to show initiative in small ways, such as tidying the toys without being asked. Most children dress independently. For example, after games they try hard with shirt buttons and shoe buckles. They are aware of personal hygiene, and understand that they should wash their hands before eating.

Language and Literacy

96. Overall, children attain standards that exceed those expected nationally. Most of the children listen very attentively to discussions and to instructions. Some of them listen for ten minutes to a story on the tape recorder, showing intense concentration and turning the pages when they hear the signal on the tape. They are confident speakers, chatter freely with their friends and contribute willingly in circle times. They understand the nature of conversation, and are beginning to detect intonation in the teacher's voice, such as humour and surprise.
97. Children handle books carefully and understand how useful books are. They turn the pages singly in sequence, from the front to the back. They know that stories consist of a sequence of events, and some children attempt to tell a story from the pictures. They know what words and letters are, and most of them recognise letters that occur frequently in their books. They chant the alphabet sequence correctly together, and are familiar with the sounds that the letters make in their reading scheme. Some of the more able children have made a good start with reading and are able to memorise the text so that they can read a simple book for themselves.
98. The children understand that writing is arranged in single lines, and they use this knowledge as they pretend to write messages and lists. They are beginning to write independently, and try hard to remember the correct formation of letters. Most of the children copy their teacher's writing with reasonable accuracy and good pencil pressure. They understand that writing is useful and that it has different purposes. For example, they know that shopping lists are useful, or that the writing on food packets tells the reader what is in the packet, and that the writing on road signs can be helpful in finding a destination.

Mathematics

99. Children attain standards that are above those expected nationally. They know that

numerals convey quantity and can find a numeral on the wall frieze when requested to do so. They count to 10 and comply with requests, such as to put five spoonfuls of sand into the pot. They have a good grasp of quantities. For example, they know that 10 is larger than three. Some children are beginning to solve problems involving numbers. For example, they know that two children are missing from the group when they count that only eight children are present.

100. They successfully sort different objects according to various attributes, such as colour, shape or size. Some children create a set with two distinct attributes, for example, they correctly chose bears which were yellow and small, or two big bears which are blue. They confidently use mathematical language such as *bigger*, *longer*, and *heavier*. They recognise regular two-dimensional shapes, such as a circle or a triangle, and know that one has a curved edge and one has points.

Knowledge and understanding of the world

101. The children attain standards that are higher than those expected nationally. They talk about their local environment, and are aware that they walk past the post office and church on the way to school. They are aware that some buildings have special purposes, and that people have jobs and go to work. They know where places are in the school, and give suitable directions when asked how to get to the playground from their classroom.
102. They notice how things change over time and remember time sequences in their stories. For example, they know that the three bears went out of the cottage before the bed and chairs were broken. The children have a developing understanding of the past, and use words like *yesterday* correctly. They know that they have changed since they were babies, and talk about the photographs in their profiles with a clear understanding of events that have happened to them in the past.
103. Children are beginning to understand how to use the mouse pen on the computers. They successfully guide an icon around the screen to match a bear to a chair. They understand that the headphones are connected to a listening station, and that the controls can be used to alter the volume or to switch the machine on or off.
104. They are interested to know how things work, and can explain simple changes in materials. For example, the children who are making porridge know that it has to be cooked before it can be eaten. The children playing in the sand know that damp sand makes good sandcastles, but that it needs to be dry before it will turn the sand wheel. They know that some fruit has pips and that some has stones, and that the seed will produce a plant or tree when it is planted. They make sensible generalisations on the basis of their previous experience. For example, one child thought that the apple pip would grow into a sunflower, like the seed she planted earlier in the year. When her teacher asked her about the differences between the apple pip and her sunflower seed, she accepted that it would grow into an apple tree.

Physical development

105. Children attain standards that match those expected nationally. They learn to use pencils and brushes when painting and drawing, and they have flexible wrist movements when handling musical instruments involving beating, scraping and shaking. They show

good co-ordination between their hands and eyes when using the mouse pen, or when playing with small toys like the furniture and dolls in the dolls' house. They use scissors and spatulas with reasonable skill and understand that they need to take care when they use such equipment.

106. The children do not have free access to energetic activities in a garden or designated play area, although they are confident when playing outside. They do use the apparatus in the hall. They show suitable co-ordination and control: they run, jump and skip with great enthusiasm. They stop on request and clearly enjoy the chance to be physically active.

Creative development

107. The children attain standards that match those expected nationally, with some higher attainment in music and movement. They sing with great enthusiasm and remember the words to songs and rhymes. They know the names of percussion instruments such as tambourine, or maracas, and know how they are played. They match their actions to the various parts of traditional songs like "*Head, shoulders, knees and toes*", and they are able to start and stop on request. They show good responses to requests to move in particular ways. For instance, their robotic movements were suitably jerky and straight. They use their imagination when "going on a bear hunt", and their expressions show a range of feelings, such as disgust, excitement, fear, surprise and relief. They can act out the sequence of a well-known story, getting the events in the right order and making their voices change to match the characters.

108. They are keen to paint and enjoy exploring colour. Their paintings and drawings show that they are able to record what they see, imagine and remember. For example, the children paint themselves and members of their family on holiday or in the garden. Drawings show some awareness of the human form, ranging from random marks that have a meaning to the child, to more competent drawings that show clear features such as limbs and facial features.

112.

112.

112. **English, mathematics, science**

Information technology and religious education

112. **English**

109. The 1998 Standard Assessment Test results show that the percentage of seven year old pupils achieving the expected Level 2, or above, in reading and writing was well above the national average. When compared with schools with pupils from similar backgrounds, pupils' performance was above average in both reading and writing. However, no pupil in the year group achieved the higher Level 3 in writing, and this was well below the national average.

110. In 1998 the percentage of eleven year old pupils reaching the expected Level 4, or above, was above the national average and the percentage reaching Level 5 was close to the national average. However, when compared with schools with pupils from similar backgrounds, Uphill Primary School's pupils' performance in the English tests at age eleven was below average.

111. At the end of both key stages the overall standard of attainment in English is in line with national expectations and in some aspects of the subject pupils achieve a standard well above the national average. There is no significant difference in the attainment of boys and girls at either key stage.
112. In 1999 there was some improvement at Key Stage 1, with 10 per cent of pupils achieving Level 3 in writing. There was a small dip in results at the end of Key Stage 2. As comparative national figures are not yet available, these results cannot be fully evaluated.
113. Most pupils enter the school with speaking and listening skills which are good for their age. By the end of Key Stage 1, pupils speak with confidence when answering questions in the classroom and express themselves well. Most sit still and listen attentively in their lessons. At the end of Key Stage 2 pupils use a wide vocabulary and articulate their thoughts clearly and logically.
114. Throughout the school pupils make sound progress and, at the age of eleven, have speaking and listening skills above the national expectation. Pupils with special educational needs make good progress towards the targets set in their individual education plans.
115. By the end of Key Stage 1, most pupils read with understanding and enjoy discussing what they have read. They practise together, using different voices when reading 'big books', such as *The Gingerbread Man*. They know most key words and use their knowledge of individual letter sounds and blends to read unfamiliar words. Their structured reading books are carefully matched to their attainment and they practise reading for homework. All pupils have a home/school reading record booklet and their consistent use contributes to the good progress that pupils make. More able pupils are aware of punctuation and read with expression. Those pupils with special educational needs who have extra help also progress well.
116. In Key Stage 2, pupils read a variety of texts and use skills such as skimming and scanning well. They express a preference for certain authors and use contents and index pages in non-fiction books. By the age of 11, pupils use a thesaurus to find alternative words and find the meaning of words such as *arachnophobia* in a dictionary. Most pupils read fluently with good expression and understanding. However, a significant minority are careless readers who do not correct words they have misread and skip words of which they are unsure. Pupils in Key Stage 2 have guided group reading in their literacy lessons and select their own books to take home. Overall they make satisfactory progress. The reading of pupils with special educational needs is carefully monitored. They practise reading aloud to an adult and they make good progress.
117. Throughout the school the staff have worked hard to implement the National Literacy Strategy this year and have been very successful. In Key Stage 2, pupils have studied challenging material. Their knowledge and understanding of a variety of texts is above that expected for their age. Pupils can substitute more powerful verbs in a given text. They can highlight selected parts of speech; and efficiently annotate effective language in poetry. They all have clear views and can talk about their favourite poems. However, the literacy hour does not allow sufficient time for the practice of skills such as extended writing. The school makes some extra provision for this but the quantity of written work

seen in lessons was low.

118. At the end of both key stages, overall standards of achievement in writing and spelling are in line with national expectations. Pupils in Year 2 retell the main incidents in a story, such as *The Three Little Pigs*, in the correct order, but they have limited practice writing them in sentences. Pupils in Year 6 understand imagery in poetry and how it is used and created. They know that rhyming couplets make a poem easier to understand and can write amusing limericks. From Year 2 onwards, most pupils can write neatly in a joined script and they take care with the presentation of their work.
119. In Key Stage 1, most pupils are interested in their work, listen carefully to questions and respond well. A small number find it difficult to concentrate and soon become restless. In Key Stage 2 the standard of behaviour is very good. Pupils are eager to participate in class discussions and can sustain concentration when working independently or in groups. They enjoy showing the work they have done to the class in the plenary sessions
120. The quality of teaching in Key Stage 1 is satisfactory. Staff plan lessons well, focus on particular skills and mark pupils' work conscientiously. In Key Stage 2 teaching is never less than good. In most lessons teaching quality is very good or excellent. Teachers have high expectations and the pace of lessons is very good. Older pupils make thoughtful contributions to discussions in response to their teachers' skilful questioning. Group work is especially well planned to extend pupils' learning, for example, when they interpret the meaning of the poem *The Bully Asleep*, they have to justify their interpretation with evidence.
121. The English co-ordinator has led the development of the literacy hour efficiently and monitors the teaching of the subject well. The school now rightly intends to develop the analysis of assessment results. The school is aware that the number, condition, and quality of books in the library is inadequate and intends to improve this provision when funds are available. Many children use the public library, and information retrieval skills are taught in the classrooms. With the exception of library books, resources are adequate and they are used imaginatively. Where classroom assistants are present, all pupils benefit, including those with special educational needs.
125. **Mathematics**
122. The results of the 1998 National Tests at the end of Key Stage 1 indicated that attainment was above average overall in comparison with schools with pupils from similar backgrounds, and average with respect to the proportion of pupils attaining at the higher level. The results at the end of Key Stage 2 show that attainment was close to the national average overall, but well below average when compared with similar schools.
123. Although comparative data for 1999 is not available at present, the proportion of pupils achieving at least the national target at the end of Key Stage 2 has increased from 49 per cent to 73 per cent. The proportion of pupils achieving the higher level has increased from 14 per cent to 27 per cent. Taking the three years 1996 – 1998, there was no significant difference between the performance of boys and girls. After falling in each of the years 1997 and 1998, test results have returned to where they were in 1996, with an improvement in the proportion of pupils achieving higher levels.

124. At the time of the last inspection standards of achievement throughout the school were judged to meet national expectations. Inspection evidence, including examination of a substantial amount of work completed during the last school year as well as lesson observations and discussions with pupils, indicates that levels of attainment are in line with national averages at the end of both key stages. However, there is also evidence of work of above average quality in the top ability group in the last, as well as in the present, Years 5 and 6 classes.
125. Pupils in Key Stage 1, including those with special educational needs, make satisfactory progress over time. Higher attaining pupils in Key Stage 2 make good progress while other pupils, including those with special educational needs, make satisfactory progress over time. However, lower attaining pupils in the lower ability sets in Key Stage 2 often make good progress in individual lessons as a result of well structured and focused teaching.
126. At Key Stage 1, pupils consolidate their knowledge and understanding of number. The vast majority of Year 1 pupils can successfully add to 10, although at this point in the year some still need to count from one when adding five and two. On the evidence of their written work, more able pupils show a high level of accuracy in their numerical work by the end of the key stage and this is in line with their national test results. Pupils of all levels of attainment are confident when dealing with money, especially when their learning is supported through the use of cardboard coins. However, there is less evidence of well-planned progress in other aspects of mathematics, particularly shape and measurement.
127. At Key Stage 2, pupils make progress which is at least satisfactory across the mathematics curriculum. Higher attaining pupils in Year 6 confidently and accurately work out $\frac{3}{10}$ of £6.50 in their heads and explain their methods. Pupils in the middle of the three Years 5 and 6 sets successfully work out which three amounts of money will add up to £10.00 while pupils of lower ability recognise patterns in a number square, can recite their four times table accurately and are generally competent with money work.
128. Pupils at Key Stage 2 make good progress in developing their skills at undertaking mathematical investigations and in explaining and recording their findings. The work of the co-ordinator in encouraging this aspect of the mathematics curriculum is making an important contribution to raising standards.
129. The response of pupils to their mathematics lessons is predominantly one of interest and enthusiasm for learning. For example, in a well structured lesson with the middle set in Years 1 and 2, there is an atmosphere of cheerful concentration on the tasks which are well matched to pupils of differing attainments. Where there is inadequate challenge for higher attaining pupils or the lesson organisation is such that some pupils are merely observers for long periods of time, their attention wanders, although they remain co-operative and well behaved.
130. In Key Stage 2, enthusiasm to offer answers is evident and pupils are increasingly confident as they move through the key stage. Lower attaining Years 3 and 4 pupils respond positively in well-planned lessons where the work is well matched to their learning needs. Years 5 and 6 pupils demonstrate good collaborative behaviour, take pride in setting out their work neatly and listen with interest to each other's explanations.

131. The quality of teaching in Key Stage 1 is satisfactory overall, with a quarter of the lessons judged to be good. The better teaching is based on good organisation of the classroom and the pupils and the provision of work which is well matched to the needs of groups of pupils within the class. Other aspects of the better teaching include planning which defines clearly what is to be taught and learned, good questioning and good use of time, especially in the plenary session where learning is effectively consolidated. Where teaching is less good, although still satisfactory, there is less clarity in the planning, less effective use of time and less effective questioning and oral work generally.
132. In Key Stage 2, two thirds of the lessons observed were good or very good; the overall quality of teaching is good. The better teaching is based on good planning with what is to be learned clearly identified and shared with the class at the start of the lesson. Often the targets for the lesson or the week are displayed and help to maintain focus as well as providing pupils with the means to assess their own progress. This is good practice. At best there is a very good balance of whole class, group and individual work with motivation and interest maintained through skilful questioning and feedback to pupils. In all groups care is taken to ensure that pupils of differing ability levels have suitable work.
133. Classroom displays are used well to stimulate and consolidate learning. The strategy of having pupils work with a mathematics partner is a good means of checking understanding. There is a strong and appropriate emphasis throughout the key stage on encouraging independent learning and developing the skills of mathematical investigation. The co-ordinator provides strong leadership in this and many other respects and her early and successful introduction of the Numeracy Strategy is helping to raise standards. She has also personally made some 300 mathematical games for weekend homework, thereby enabling parents to contribute to their children's learning. This is very good practice and is to be highly commended.
137. **Science**
134. By the end of Key Stage 1, the majority of pupils attain standards which exceed national expectations. In the 1998 end of key stage assessments for seven year olds, the results were very high in comparison both with national averages and with similar schools. At Key Stage 1 the proportion of pupils attaining the higher than expected Level 3 was very high when compared with national averages and well above the standards attained in similar schools. The most recent results in 1999 were slightly lower but this is attributable to there being more pupils with special educational needs within the year group. Standards have improved since the last inspection.
135. By the end of Key Stage 2, the majority of pupils attain standards which exceed national expectations. In the 1998 end of key stage tests for eleven year olds, the results were above average when compared with the national picture, but average when compared with similar schools. The proportion of pupils attaining the higher than expected Level 5 was well above national averages both when compared with all schools and with similar schools. Teacher assessments yielded scores which were lower than the test results. This is attributable to the teachers paying more attention to experimental and investigative science than is required in the tests. Test scores have been consistently above the national average for the past three years, and the results of the 1999 tests show further improvement. These outcomes are confirmed by the inspection findings and show that standards have risen since the last inspection. There is no evidence of

significant differences in the attainment of boys and girls at either key stage.

136. At Key Stage 1, pupils know that humans have five senses and relate each sense to the correct part of the body. They explain how we use our senses in everyday life. Pupils learn about materials as they investigate how some solids can become liquids. Their understanding of physical processes increases through identifying and explaining the use of electrical appliances used at home. At Key Stage 2, pupils show a good understanding of fair testing. Older pupils working on forces could explain that they needed to drop their paper spinners from the same height in order to make the test fair. They used their knowledge of air resistance to predict what might happen and recorded their results accurately. The pupils show good use of scientific terminology, younger pupils using words such as *attract*, *metal*, *solid* and *liquid*. Older pupils use and understand the words *predict*, *analyse* and *resistance*. The pupils use a good range of methods to record their work, including diagrams, notes, line graphs and bar charts.
137. Pupils at both key stages make generally good progress over time, although progress in lessons during the inspection was satisfactory at Key Stage 1 and good at Key Stage 2. The pupils at both key stages make good progress in understanding life processes and living things. At Key Stage 1, they learn the names of parts of plants such as *leaves*, *stem* and *roots*, and investigate what conditions seeds need in order to germinate. At Key Stage 2, this is extended to learning that roots absorb water and minerals, and that leaves take in carbon dioxide and give out oxygen. Pupils also investigate whether plants can survive without leaves. Work on simple 'push' and 'pull' objects at Key Stage 1 develops, by the end of Key Stage 2, into a clear understanding of balanced and unbalanced forces and how they relate to everyday life.
138. Pupils' response to their lessons is satisfactory at Key Stage 1 and good at Key Stage 2. Pupils show interest in investigating their senses and are confident in describing what they see or touch. Where pupils are restless at Key Stage 1, this is almost invariably the result of low expectation from the teachers, together with a lack of pace and challenge. Pupils learning about plants in Year 4 were very attentive as they watched a drama demonstration of growth, which was used particularly well by the teacher to reinforce the pupils' knowledge and understanding. At Key Stage 2, pupils listen well and try hard to explain what they see. For example, a pupil in Year 3 explains that his plant is not healthy because its roots cannot take in sufficient water. Presentation of work is neat, especially at Key Stage 2. Pupils co-operate well, sharing the tasks of timing, recording and dropping spinners during their work on forces. They make good attempts to analyse their results, especially when they realise that their results differ from their predictions.
139. In the lessons observed the teaching was satisfactory at Key Stage 1 and good at Key Stage 2. The teachers have good subject knowledge. They recap well on previous learning and this helps the pupils to understand the relevance of new work. Thorough planning which identifies clear learning objectives helps the teachers to focus on the science to be taught. Questioning which provides challenge at different levels enables all pupils to take part and sustains their interest. This was a particularly good feature of a lesson about forces in Key Stage 2. Sometimes, at Key Stage 1, the challenge of the work is not varied enough to meet the needs of pupils of different attainment, and on these occasions they make less progress than they should.
140. Good use is made of the links to mathematics through the representation of data on graphs and charts. Written notes and descriptions extend the pupils' literacy skills.

However, teachers make insufficient use of information technology. Where teaching is very good or excellent, the teachers plan and provide for the full range of attainment levels in their class, set appropriate challenges and intervene to move learning forward during group work. Teachers prepare and use resources very well. Their organisation of the pupils is good. They mark work conscientiously, but the quality of marking varies between ticking work which is correct and providing useful comments which refer directly to the science being taught.

141. Regular assessment of pupils provides useful information which is passed to the next teacher. Some analysis of test results takes place, but this is not always thorough enough to identify specific targets for improvement for either the whole school or for a key stage. The co-ordinator works very hard to raise standards in the subject. She has recently modified the scheme of work to provide a well-balanced programme of activities relating to the most recent national guidance. Annual monitoring by the co-ordinator helps provide information which is then used well to improve teaching and learning.
145. **Information technology**
142. The previous inspection found that standards were generally in line with national expectations except in Years 5 and 6 where pupils were not yet fully familiar with newly introduced equipment. The report stated that schemes of work should now be written and a standardised process for assessment should be developed.
143. Satisfactory progress has been made on improving provision although the scheme of work which is being developed does not at present identify clearly the skills, knowledge and understanding which are appropriate to each year group. Procedures for keeping track of progress have been improved through the introduction in Key Stage 2 of a self-assessment framework, which is being used efficiently.
144. The main continuing weaknesses are in respect of the lack of coverage of some aspects of the curriculum, including controlling and modelling, and the lack of opportunity for many pupils in most year groups to have frequent access to computers. Information technology is rarely used to support and extend learning in other subjects.
145. On the basis of the completed work seen in pupils' folders and on display, observation of lessons in the three Years 3 and 4 classes and of a small number of other pupils working on tasks, standards of attainment at the end of both key stages are judged to be broadly in line with national expectations. The better work seen in word processing and in accessing and manipulating illustrations from electronic sources is good. The progress of all pupils, irrespective of gender and including those with special educational needs, is satisfactory in these aspects of the programme of study throughout the school.
146. Pupils in the reception classes use a mouse confidently to open an on-screen *cupboard* and move *bowls* from there to the *table*. Pupils in the Years 1 and 2 classes have successfully used painting programs to produce individual pictures with associated text. Years 3 and 4 pupils demonstrate good knowledge, skills and understanding related to selecting and varying font type, size and colour. Year 4 pupils successfully create sequences of instructions needed to achieve desired results.
147. Pupils from one of the Years 5 and 6 classes access the Internet in order to obtain currency exchange rates as part of their work in mathematics. Pupils in these classes

successfully find information and illustrations in CD ROM based sources. Many pupils show good progress when they print pictures, for example, of a Greek vase, and then copying their illustration into a word processing package and adding appropriate text. Most can set up a file and enter information about themselves into a data handling package, copying the selected graphical representation into their word processor.

148. In the three lessons observed, pupils were attentive and keen to learn. The few older pupils who were observed working independently were confident and competent computer users. Young children in the reception class are very focused on their work and collaborate well with friends. Older pupils talk confidently about their use of computers at home as well as at school.
149. All three lessons observed in the Years 3 and 4 classes were of good quality and included clear and effective revision of earlier work, effective demonstrations and good planning to ensure that pupils from both of the year groups had appropriate work. The influence of the enthusiastic co-ordinator, who is one of the class teachers in this team, is evident and the provision by one of the other teachers of a pro-forma to help Year 4 pupils with their sequencing task is also helpful.
150. However, information technology does not figure strongly in most teachers' planning, either with respect to teaching skills or using them to support and extend learning in other subjects. The co-ordinator has few opportunities to monitor or support teaching in other classes as a means to improving levels of achievement and progress. A few classrooms have well organised computer corners which include examples of the work which is to be carried out and the associated vocabulary; this is helpful in raising standards.
151. The school recognises the need to ensure that all pupils are taught the full range of information technology skills and that pupils are given plenty of opportunities for using these skills to support their learning across the curriculum. The planned development of a computer room, for use by class teachers who will then follow up work in their own rooms, is soundly based.
155. **Religious education**
152. The school has made sound progress in the subject since the last inspection, although better progress has been made in Key Stage 2 than in Key Stage 1. At both key stages, the pupils' attainment is in line with the expectations of the locally agreed syllabus. Throughout the school, pupils do better in their abilities to reflect and respond to moral questions than they do in their knowledge and understanding of religion.
153. At Key Stage 1, pupils begin to identify celebrations in a religious context; for example, they know that weddings and baptisms can be celebrated in church. They offer views about their life experiences, and are beginning to understand that people's circumstances may be different from their own. They have a simple understanding about the nature of belief and recognise some features of the Christian religion, such as the Church and the Cross. They listen to the story of Noah's Ark but most do not know that it is a Bible story, or that the Bible is made up of books collected into the Old and New Testaments.
154. At Key Stage 2, the pupils understand the nature of belief, and older pupils realise how

people's beliefs affect their lifestyle. For example, in Years 5 and 6, pupils talk about how the beliefs of vegetarians affect the choices that they make. Pupils appreciate that signs and symbols are important aspects of religion, and offer sensible suggestions about why the fish symbol had been chosen by the early Christians. They summarise the moral in religious stories that they hear, but few can bring to mind stories from another faith which have the same moral. Pupils in Years 3 and 4 have a good grasp of how feelings affect mood and willingly talk about how things which are special to them make them feel. For example, they say that a pebble evokes memories of a special beach, that a tapestry picture held memories of a favourite aunt, and that a shell box held personal secrets. They understand that there are connections between their experiences and those of others, and can say who has influenced their lives.

155. Pupils at both key stages make sound progress. Better progress is made in elements of reflection and response than in knowledge and understanding of religion. For example, pupils in Key Stage 1 describe their feelings and say how Noah's family must have felt after leaving their homeland behind. Two children relate these feelings to those of the people in the recent Turkish earthquake, and to the refugees from Kosovo. However, in discussing the story, pupils are not sure about why the Ark was built, or that some people believe that the rainbow is a sign of God's forgiveness. Pupils in Key Stage 2 make good progress in learning about the links between religion and human experience, but only satisfactory progress in learning about religion. For example, pupils in Years 3 and 4 talk with enthusiasm about their special possessions, but need prompting to name places which might be special to members of a faith community. At both key stages, the pupils with special educational needs make good progress towards the targets set for them.
156. Teaching is sound overall, with some good aspects at the end of Key Stage 2. The teachers have a good scheme of work to help them with their planning, and they make good use of the locally agreed syllabus as a basis for the curriculum. However, in some lessons, particularly in Key Stage 1, the teachers do not expect enough from the pupils, particularly of their able pupils. This means that a small number of pupils are marking time rather than making strides in their learning.
157. Suitable learning objectives are identified in lessons at both key stages. For example, in lessons at Key Stage 1, teachers wanted their pupils to think about what it would be like to be homeless. However, they chose to read the story of Noah from a humorous text which creates the wrong mood for the discussion. The follow up work is not geared to the learning objective and is at too low a level for many of the pupils. At Key Stage 2, lessons are more clearly linked to the teachers' objectives, and the teachers make better provision for pupils of different abilities. The teachers in this key stage expect more from their pupils in terms of good behaviour and so lessons are not interrupted with reminders about not talking or fidgeting.
158. Pupils enjoy their lessons, particularly when they have something challenging to think about. They are keen to offer their opinions or to talk about their experiences, and teachers make good use of what the pupils have to say to move the lesson forward. Teachers at both key stages have good relationships with their pupils and give them positive feedback on their work. This helps the pupils to have confidence in their ability and encourages them to reflect on their experience. Feedback to pupils is of good quality, particularly in Years 5 and 6. This encourages pupils to evaluate their work for themselves and to reflect on the key questions in the lesson.

159. The teachers make good use of the resources to support learning. The school has a small collection of artefacts, supplemented by loans from other sources. However, there are too few books to extend learning, particularly of the able pupils. The co-ordinator is aware of the need for books and has recently reviewed those available. He leads the subject with enthusiasm and is keen to implement the new syllabus in the near future.

163.

163. **Other subjects or courses**

163. **Art**

160. Pupils at both key stages, including those with special educational needs, make sound progress in the subject as a whole. They make better progress in the practical aspects of the subject, such as painting and sketching, than they do in other aspects such as recognising the work of famous artists and comparing art from different times and places. The best progress is made when the pupils have enough time to think about what they wish to create, make it, and then evaluate it in the light of their experience.

161. Pupils at Key Stage 1 make satisfactory progress in their drawing and painting. It is clear from work on display throughout the school that their work becomes more refined as they get older. For example, some of the Year 2 work shows that a few of the pupils are beginning to understand how to give an impression of space by painting the horizon. Most of the pupils make sound progress in portraying the human figure. For example, as they get older their sketches include details, such as eyelashes and fingernails. Their sense of pattern and design improves by studying the work of William Morris, and by creating patterns based on their visit to a local museum.

162. A good feature of the provision at both key stages is the links made with other subjects and this is a point which was made in the last inspection report. The design software on the computers enables even the youngest pupils to produce pleasing pieces of art. Links with mathematics help the pupils to understand more about pattern, and colour mixing encourages them to think also about the properties of light in science.

163. At Key Stage 2, the standard of work is typical of that found in other schools. The pupils are given good opportunities to reinforce their learning about Ancient Greece by making a clay pot based on designs that they have seen in their work in history. Older pupils try hard to shape their pots using a simple coiling and pinching technique, and are generally successful. Pupils in Years 3 and 4 classes make good efforts at producing paintings portraying the landscape in the various seasons of the year. They are confident when mixing paint from a restricted range, and understand that colours like red and yellow give warmth to a picture and that blue and white give a cooler feel to the artwork.

164. Pupils clearly enjoy opportunities to experiment and investigate. They treat the materials with respect and understand the basic principles of looking after their equipment. They share materials willingly and are proud of what they have achieved. For the most part, they persevere with their work, but a few pupils lack the determination to see things through if the work lacks challenge.

165. The quality of teaching is sound in Key Stage 1, and is good at Key Stage 2 with some very good aspects. The strengths in the teaching are the teachers' understanding and knowledge of the subject. For instance, in Years 3 and 4, the teachers made some of

the decisions for the pupils - in terms of the range of colours that they could work with and the stimulus that they would use. This enables the pupils to concentrate on mixing the set colours and studying the subject closely to achieve a successful result. Another good feature of the teaching is the way in which pupils are given critical feedback on their work. This makes them think carefully about how they can improve their work. A weaker aspect of the teaching is that some pupils are not given the opportunity to try things for themselves, and are given low level tasks such as drawing round templates which serves to fill time rather than extend pupils' artistic skills.

166. The co-ordinator has collected a good portfolio of work illustrating various techniques for the teachers to use as a resource bank of ideas, and this is supporting learning and progress. She has a good understanding of the needs of the subject and is aware that there are insufficient books to help the pupils understand about the works of artists throughout history.

170. **Design and technology**

167. Pupils' attainment is in line with what is expected for their age. Inspired by *rag rugs* in a local museum, pupils in Year 2 design and make a pattern, using paper pressed into a polystyrene tile with a pencil point. Older pupils in Key Stage 2 plan and prepare a delicious meal based on food eaten in ancient and modern Greece. They slice, examine, and taste pomegranates, figs, olives and limes.

168. In both key stages, all pupils, including those with special educational needs, make satisfactory progress. Throughout the school, pupils keep a record of their work in a booklet which includes a design, photograph or picture, evaluation and the class teachers' comments. These records, and examples of previous work, show how pupils gradually develop their skills. In Key Stage 1, pupils design and make models of minibeasts. Older pupils decorate and furnish rooms made from shoeboxes and learn how things are constructed by disassembling them.

169. Pupils are enthusiastic about design and technology. Those in Key Stage 2 enjoy making mechanical devices with pivots and pulleys to lift sand or water. Pupils behave sensibly in lessons and co-operate well when working together in groups.

170. On the basis of the limited number of observations possible during the inspection, the quality of teaching across the key stages was judged to be good in two thirds of lessons and very good in the remaining third. Staff link design technology work well to what pupils are studying in other subjects. Jewellery based on some made in Ancient Egypt, and masks using the designs of Ancient Greece, extend pupils' understanding of these civilisations. Teachers are well organised and use resources effectively. Since the last inspection the school has produced a scheme of work which provides a well-balanced programme of activities covering the National Curriculum requirements. There are now agreed procedures for assessing pupils' work and these are carried out effectively.

174. **Geography**

171. Pupils of all abilities make satisfactory progress overall through both key stages. Progress in lessons during the inspection was satisfactory at Key Stage 1 and good at Key Stage 2. Pupils at Key Stage 1 develop their understanding of place as they make comparisons between town and country. They make satisfactory progress in

understanding the relationship between the location of different house types and the materials used to build them. They know that houses in hot climates will often have flat roofs and small windows and accurately identify differences between these houses and their own. At Key Stage 2 their knowledge of climate increases and they gain understanding of the major types of climate in the world. They use aerial photographs and atlases well to identify different climatic regions and the associated landscape and vegetation. By Years 5 and 6, pupils show a satisfactory awareness of the effect of weather on the environment and discuss environmental issues, such as global warming.

172. Through both key stages satisfactory progress is made in making and using maps. Pupils learn basic mapping skills at Key Stage 1, using compass directions to follow a route on a simple map. By the end of Key Stage 2, they use a range of maps and can produce and interpret four-figure co-ordinates, symbols and keys. Older pupils locating cities and seas in and around Greece were competent to use the contents and index pages in atlases. At Key Stage 1 pupils talk about attractive and unattractive features in their area. They make satisfactory progress so that, by the end of Key Stage 2, they compare land use and buildings in Weston-super-Mare with Bristol Docks. The use of correct terminology increases satisfactorily and, by Year 6, pupils use and understand terms such as *humid*, *desert* and *rainforest*. Good progress is made in using an increasing range of methods of recording, including notes, maps, diagrams and charts.
173. Pupils' response is satisfactory at Key Stage 1 and good at Key Stage 2. Where response is less favourable this is directly related to the appropriateness of the challenge, the pace of the lesson and the teachers' expectations. In a lesson with younger pupils, a significant proportion were distracted when the pace of questioning was too slow and when the teacher did not make sure that all the pupils were involved in the discussion. Pupils generally respond well to questioning and are keen to learn. When discussing pictures of different homes at Key Stage 1, one pupil was anxious to know how the people living in a house on stilts would gain access to the water. Pupils finding countries in an atlas helped each other to use the index and shared ideas when discussing features on an aerial photograph. They take pride in the presentation of their work, particularly at Key Stage 2, and are eager to show this to visitors.
174. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. At both key stages teachers have satisfactory knowledge of the subject. Their questioning skills, however, vary. In a Key Stage 1 lesson, questions about houses were not specific enough to ensure adequate geographic content in the contributions the pupils made. In a lesson at Key Stage 2 the teacher used a pupil's confusion about the difference between countries and continents to improve understanding and promote good progress. Throughout both key stages the teachers provide a satisfactory balance between giving information and providing opportunities for pupils to undertake their own research. Planning shows a clear geographical focus and good links with other subjects where appropriate, such as work in history on Ancient Greece. The collection and analysis of data, such as rainfall statistics, and the use of graphs make suitable links with mathematics. However, the use of information technology is unsatisfactory and only a limited range of software is available. In some lessons the provision of work for pupils of different levels of attainment does not provide suitable challenge for either the most able pupils or those with special educational needs. This is particularly evident at Key Stage 1. Where teaching is at its best the teachers intervene effectively to promote learning, such as in clarifying the features of a rainforest with pupils working on climatic regions.

175. Unsatisfactory standards in geography were a key issue in the previous inspection. The current scheme of work, which has been completed and revised since the last inspection, provides a good range of broad and balanced experiences for the pupils. The recent review, to increase the focus of teaching on developing geographical skills, is having a positive effect on pupils' learning. The hard work and conscientious monitoring of the subject by the co-ordinator ensure that pupils now make at least satisfactory progress in developing their knowledge, skills and understanding.

179. **History**

176. Since the last inspection there has been considerable improvement in the history provision for pupils at both key stages. There is now a completed scheme of work, which ensures full coverage of the National Curriculum programmes of study, and lessons are well planned.

177. Pupils' attainment in Key Stage 1 is in line with what is expected for their age group. They have a sound knowledge of the passage of time and are developing the concept of chronology. Key Stage 2 pupils also attain the expected standards for their age group. The older pupils' extended study of the Ancient Greeks enables them to appreciate some of the legends and understand the importance of the gods in Greek mythology.

178. Pupils make satisfactory progress in Key Stage 1 and are aware of the passage of time in relation to their own lives. Older pupils extend their knowledge of time past and remember the school's 125th Anniversary when a 'Victorian Day' was held and everyone wore costumes from that period. In Key Stage 2 pupils make sound progress and understand the importance of primary evidence such as Tutenkhamun's tomb. Pupils with special educational needs make good progress in both key stages.

179. Younger pupils enjoy a visit to a local museum, Clara's Cottage, and are keen to examine and talk about artefacts such as a stone hot water bottle. They are interested in the simple toys from the museum and try to catch a ball in a cone. Older pupils in Key Stage 2 find the names of characters in Greek legends challenging. They enjoy preparing a newspaper report on the story of Persephone and Demeter.

180. The teaching of history is satisfactory at Key Stage 1 and staff tell interesting stories of home life in the past. In Key Stage 2, the quality of teaching is very good. Teachers make effective use of information on CD-ROM and give pupils opportunities to tackle demanding individual tasks. The records of pupils' work, photographic evidence and displays around the school also show that teaching is very good in Key Stage 2. The range and condition of resources are satisfactory and the school makes good use of local museums and artefacts.

184. **Music**

181. In the subject as a whole, pupils make satisfactory progress throughout the school. Better progress is made with the performance element of the subject than with listening to and appraising music, or with musical composition. Those pupils who have instrumental tuition, and those who attend the various music clubs, make very good progress in playing their instruments. The pupils with special educational needs make satisfactory progress in all aspects of the subject. At the time of the last inspection music was judged to be a strength of the school, and it continues to make a very strong

contribution to pupils' personal development and to their cultural education.

182. At Key Stage 1, pupils sing a variety of songs from memory. For example, they sing "*I do like to be beside the seaside*" with particular enthusiasm, and clearly enjoy the rousing tune. Most of them are able to name familiar percussion instruments like the tambourine, and a few correctly name less familiar ones, like claves. They know that some instruments are plucked or beaten, and that some are scraped. They are becoming familiar with the materials that the instruments are made of, and learn that the playing surface of a drum is a stretched skin. Most of the pupils successfully repeat a rhythm that has been demonstrated by their teacher or classmate, and they try hard to remember all the elements, like three elbow taps, two claps and three finger clicks. They learn that music can be played quickly or slowly, and that playing music either loudly or softly alters the mood of the piece.
183. Pupils at Key Stage 2 sing with good pitch and rhythm. Many are confident singers and are keen to volunteer to sing a solo to the whole school. The pupils appreciate that to sing a solo needs courage, and give spontaneous applause to the singer and share in the singer's pleasure. They respond to requests to sing verses quietly or with feeling, and this results in improved performance. Older pupils understand how music can communicate a mood or effect and have started making their own compositions of incidents such as a fight or a journey. They offer opinions about each other's music, and are learning that critical evaluations can help them to improve their composition and performance. They have listened to the music of famous composers and are starting to understand that music is a unique way of communicating a story, a mood or an experience.
184. Music is taught satisfactorily in lessons at both key stages. The teachers have a good plan, going throughout the school, to make sure that the pupils build up their skills progressively. They use resources well, and make sure that their lessons capture the pupils' interest. Sometimes they get carried away by the pupils' performance and so too little time is left at the end of the lessons to round them off properly. On these occasions the lesson is ended too abruptly and the pupils do not get a chance to think about what they have learnt, or to reflect on how they might improve their work next time.
185. Pupils show great enthusiasm for the subject and are keen to play their instruments. Sometimes, however, this enthusiasm is too great, and they want to play their instrument rather than listening to each other's performance. In the main, though, pupils show respect for each other's performance and genuine delight in each other's success. They know how to care for the instruments and show initiative in getting them out and putting them away.
186. A very good feature of the subject is the opportunities that the pupils have to engage in performances for school assemblies and for a wider audience. Photographs of performances, such as the class assembly on music since the 1930's, show how much enjoyment the pupils get out of the subject. Through these incidental opportunities, pupils have learned about the changes in popular musical taste in the last sixty years. The performance of *Holy Boy* was very successful and made a very positive contribution to the pupils' spiritual and cultural development.
187. Visiting musicians, such as a rhythm and blues group and a group singing sea shanties, enrich the subject. Pupils also have a chance to share their music with other local

schools, for example, in singing songs from round the world with other local children. The school orchestra is outstanding. Even so early in the term, the players achieve a spiritual feeling in their performance that is truly special. The recorder group play very well and are keen to use their skills to accompany the hymns in assembly. Both groups are very ably led by the headteacher, whose personal commitment to the subject shines through in his excellent teaching.

191. Physical education

188. Pupils of all abilities make satisfactory progress overall through both key stages, with good progress often being made at Key Stage 2. During the week of the inspection, the main focus was on gymnastics at Key Stage 1 and on swimming, gymnastics and dance at Key Stage 2. Teachers' plans and photographic evidence indicate that all aspects of the subject are taught during the course of the year. Pupils at Key Stage 2 swim for one term each year. They make good progress and almost all can confidently swim 25 metres by the end of Year 6. These judgements are similar to those made at the last inspection.
189. At Key Stage 1, pupils make satisfactory progress in controlling their actions as they plan a route around and between hoops placed on the floor. They move with increasing skill as they hop, skip, jump and walk on tiptoe. During Key Stage 2, pupils make satisfactory progress in practising and improving their movements both individually and in groups. Pupils making high and low movements in sequence made good progress in evaluating their own and each other's performances. Having observed a classmate's sequence, one pupil suggested that he could create a neater finish by ending with a jump. During swimming, pupils in Years 5 and 6 make good progress in developing and improving their front crawl strokes, with more able pupils practising four different strokes. Football and netball were observed during extra-curricular practices. Pupils make satisfactory progress in receiving and sending a ball. At both key stages pupils gain a satisfactory awareness that their muscles will be exercised during physical activity and that there is a need to warm-up at the start of the lesson and to stretch their muscles at the end.
190. The pupils' response is at least satisfactory. At Key Stage 2, response is often good. Almost all pupils behave sensibly and listen carefully to instructions. Pupils developing sequences of high and low movements listened and watched carefully as the teacher asks pupils to demonstrate good practice. Older pupils, learning a Greek dance, work well in groups and concentrated hard to make the correct steps in time to the music. Younger pupils observe each other's sequences and make sensible comments about how they might improve. Where a minority of pupils display poor behaviour, the teachers take suitable corrective action. Behaviour in swimming lessons is very good and pupils listened and followed instructions carefully, trying hard to improve throughout the lesson.
191. Insufficient teaching was observed at Key Stage 1 to make an overall judgement on teaching. In the one lesson observed, the teaching was satisfactory. Suitable attention was paid to safety, and demonstration was used well to help pupils improve. The quality of teaching at Key Stage 2 is good. Detailed planning shows how lessons build on previous learning. Good observation and analysis of the pupils' performance helps to promote good progress in lessons. For example, pupils moving at different heights were shown how to adopt a good starting position. Teachers promote good progress when they encourage pupils to assess their own performances. In one instance, this resulted in the differences between high and low movements becoming more obvious. The best

response is produced when teachers establish high expectations of behaviour and outcome. During the swimming lesson, praise was used well to encourage the pupils to try harder.

192. The comprehensive scheme of work and the commitment of the co-ordinator contribute significantly to the wide range of activities offered to the pupils and to the progress made. Extra-curricular sports and involvement in inter-school sports fixtures, dance productions and swimming galas greatly enrich the curriculum.

PART C: INSPECTION DATA

196. Summary of inspection evidence

193. Five inspectors including a lay inspector visited the school for a total time equivalent to 19 days. Before the inspection members of the team attended a meeting of the parents to discuss inspection issues and to hear the views of the 28 parents who attended. In addition, 50 completed questionnaires were analysed.

194. The main evidence considered by the inspection team was gathered from:

- observation of 73 lessons or parts of lessons, covering all classes and including pupils with special educational needs and those for whom English is an additional language, for a total of some 48.5 hours;
- attendance at daily acts of collective worship, observation of registration periods and extra-curricular activities;
- observation of pupils' behaviour in and around the school;
- listening to a sample of readers from across the school;
- examining a representative sample of pupils' work for the current year and last year from each class, work on display around the school and work in progress;
- discussions with pupils about their work;
- discussions with the headteacher, teachers and education support staff, other staff working in the school, governors and parents;
- scrutiny of the school development plan, minutes of meetings of the governing body, policy documents, teachers' planning and other documentation;
- examination of attendance registers, financial statements, records of pupils' progress and reports for parents;
- examination of the use of the accommodation and resources provided by the school for the pupils.

· **DATA AND INDICATORS**

· **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	320	5	52	14

· **Teachers and classes**

· **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):

12.4

Number of pupils per qualified teacher:

25.8

· **Education support staff (YR – Y6)**

Total number of education support staff:

8

Total aggregate hours worked each week:

103

Average class size:

29

· **Financial data**

Financial year:

1998/99

	£
Total Income	523470.00
Total Expenditure	519948.00
Expenditure per pupil	1608.00
Balance brought forward from previous year	4298.00
Balance carried forward to next year	8270.00

PARENTAL SURVEY

Number of questionnaires sent out:	260
Number of questionnaires returned:	50

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	26	58	4	12	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	34	48	8	10	0
The school handles complaints from parents well	17	32	36	11	4
The school gives me a clear understanding of what is taught	35	41	12	10	2
The school keeps me well informed about my child(ren)'s progress	18	54	20	6	2
The school enables my child(ren) to achieve a good standard of work	28	52	10	10	0
The school encourages children to get involved in more than just their daily lessons	22	46	22	6	4
I am satisfied with the work that my child(ren) is/are expected to do at home	18	44	12	16	10
The school's values and attitudes have a positive effect on my child(ren)	38	46	14	2	0
The school achieves high standards of good behaviour	36	54	8	2	0
My child(ren) like(s) school	68	24	6	2	0

Other issues raised by parents

Parents felt that the school needed more information technology equipment and reported that some children had very little time on a computer during the school year.