

INSPECTION REPORT

Christ the King Catholic Primary School

LEA area : South Gloucestershire

Unique Reference Number : 109267

Headteacher : Mrs S. Jones

Reporting inspector : Geof Timms
T12529

Dates of inspection : 8th B 11th November 1999

Under OFSTED contract number: 706952

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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 :	Easton Hill Road, Thornbury, Bristol, BS35 1AW
Telephone number :	01454 866680
Fax number :	01454 866681
Appropriate authority :	The Governing Body
Name of chair of governors :	Mr R. Nicholas
Date of previous inspection :	5th-7th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Geof Timms, RgI	Under Fives Mathematics Art Physical education	Attainment and progress Teaching Leadership and management
Martin Greenwood, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils= welfare Partnership with parents and the community Equal opportunities
Pat Lowe	Science Design and technology Information Technology Geography	Staffing, accommodation and learning resources The efficiency of the school
Barbara Jones	English History Music	Special educational needs Curriculum and assessment Spiritual, moral, social and cultural development

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MAIN FINDINGS

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	157	[smaller than average]
Pupils with English as an additional language:	0	[lower than average]
Pupils entitled to free school meals:	9.5%	[below average]
Pupils on register of special educational needs:	26.2%	[above average]
Average class size:	24.5	

The attainment of the majority of the children when they enter the school is broadly in line with that expected nationally. However, the school includes an above average number of pupils with special educational needs.

What the school does well

Standards in English, mathematics and science are well above average.

- ? The school is well managed and the implementation of aims and policies is very effective. The ethos for learning is very positive.
- ? The overall quality of teaching is good, and in 21 per cent of lessons it is very good or excellent..
- ? The behaviour of pupils and the relationships throughout the school are very good.
- ? The moral development of pupils is very good and their spiritual and social development is good.
- ? The level of parental involvement in the work of the school is excellent.
- ? The day-to-day administration of the school is good.
- ? The procedures for promoting pupils= welfare are very good.

Where the school has weaknesses

- ! Children do not have enough opportunities to use and apply their mathematical skills.
- ! Subject co-ordinators do not monitor the teaching and learning in their subjects closely enough.
- ! The school library has an unsatisfactory quantity and range of good quality books

The school=s strengths greatly outweigh its weaknesses. The identified issues above will be addressed by the Governing Body in their action plans, as may some other minor weaknesses mentioned in the full report.

How the school has improved since the last inspection

The standards achieved by most pupils have improved, especially in English, mathematics, science and information technology. Improvements have also been made in the provision for pupils= spiritual, moral and social development. Although there have been a number of important changes in the staff recently, the creation of an effective senior management team has been successfully accomplished. The teaching in information technology and design and technology has improved. Work on developing the roles of subject co-ordinators had begun but has been halted by the changes to senior management. The school plans to continue this work in the future. The governors= annual report for parents and the school prospectus now contain all the statutory information necessary. The school clearly has the capacity and the intention to improve further in the future.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	<i>Key</i>
English	A*	A	
Mathematics	A	A	
Science	A*	A	

The standards of attainment reflected in the above table are of pupils who have now left the school. It shows that when compared to schools nationally, standards are very high in English and science and well above average in mathematics. When compared to schools with pupils from similar backgrounds attainment is well above average in all three subjects. The results rose dramatically in 1999, due largely to differences in the cohort of pupils, especially the number of pupils with special educational needs in 1998. The present Year 6 are unlikely to match those very good results. Attainment is also good in information technology. The attainment of children who are under five is good and most are ahead of the level expected for pupils of their age. Throughout the school the pupils with special educational needs make good progress towards the targets set for them.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Satisfactory	Satisfactory

Science		Good	Good
Information technology		Good	Good
Other subjects	Satisfactory	Good	Good

The quality of teaching is at least satisfactory in all lessons. In almost 75 per cent of lessons it is good and in 21 per cent of lessons the teaching is very good or excellent. The teaching of the children who are under five is good in 56 per cent of lessons. At Key Stage 1, the teaching is generally good and is very good or excellent in 18 per cent of lessons. At Key Stage 2, the teaching is good or better in 81 per cent of lessons and very good or excellent in 33 per cent.

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

Other aspects of the school

Aspect	Comment
Behaviour	The behaviour of pupils is very good and has a very positive effect on their learning
Attendance	Good. Punctuality is good and little time is lost during the school day.
Ethos*	There is a very positive ethos in the school. Pupils= attitudes to work are good and relationships are very good.
Leadership and management	Good. There is a clear educational direction for the school and the senior staff and governors are correctly focussed on improving standards.
Curriculum	The curriculum provided for pupils is appropriately broad and balanced and generally meets their needs.
Pupils with special educational needs	The provision for pupils with special educational needs is good and they make good progress towards the targets set for them.
Spiritual, moral, social & cultural development	The moral development is very good, the spiritual and social development is good and the cultural development is satisfactory. Provision for improving pupils= multicultural understanding is underdeveloped.
Staffing, resources and accommodation	The accommodation is good. Resources are generally satisfactory although the library is poorly resourced. Staffing is satisfactory overall, with a good number of learning support staff.
Value for money	The school provides good value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
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<ul style="list-style-type: none"> !. They are encouraged to play a part in the life of the school. !. The school staff are approachable. !. The values and attitudes the school teaches. !. The high standards of good behaviour. !. The children achieve a high standard of work. !. The children like school. 	<p style="text-align: right;">!</p> <p style="text-align: right;">taught</p> <p style="text-align: right;">!</p> <p style="text-align: right;">more than just da</p>
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The parents are encouraged to play a full part in the life of the school, which the majority do very successfully. Staff are very approachable and the school teaches appropriate values and attitudes. There are high standards of behaviour and the majority of the children do achieve high standards of work. Children clearly enjoy going to school. The school provides a good deal of information for parents about the curriculum but needs to review why this is not fully understood. Children do have the opportunities to join sporting or musical activities, take part in trips and visits and, in Year 6, they experience a residential outdoor activities week.

KEY ISSUES FOR ACTION

Key Issue 1: In order to improve standards in mathematics further, the Headteacher and staff, with the support of the Governing Body, should:

- ? build on the present good standards by giving pupils more opportunities to use and apply their skills through investigations and practical activities.

(Discussed in paragraphs 7 and 80)

Key Issue 2: In order to develop the role of the subject co-ordinators further, the Headteacher and Governing Body should:

complete the planned up-dating of job descriptions;

provide more opportunities for the monitoring of teaching, planning and children=s work;

give co-ordinators more responsibility for their subject=s budget and resources.

(Discussed in paragraphs 42 B 46, 49 and 54)

Key Issue 3: In order to fully develop and extend pupils= reading and research skills, the Governing Body, Headteacher and staff should:

- ? improve the quality, quantity and range of books in the school library

(Discussed in paragraphs 51 and 75)

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

- ? reviewing the deployment of learning support staff, especially during times when the teacher is engaged in whole class teaching; (Discussed in paragraphs 22 and 54)

- ? extending the provision for developing pupils= understanding of other cultures;
(Discussed in paragraph 35)

- ? developing a more effective marking policy.
(Discussed in paragraph 22)

INTRODUCTION

Characteristics of the school

1. Christ the King Catholic Primary School is situated in Thornbury in South Gloucestershire. It serves the Catholic community of the town and outlying villages. This is an area of mixed private and council housing. The school was built in the late 1960s.
2. The school works with a local special school to provide opportunities for those pupils to learn in a normal school setting. In addition, the school provides for a range of learning and physical difficulties, such as autism and emotional and behavioural problems, and twenty-nine pupils are recognised as having special educational needs. Fifteen pupils are entitled to free school meals which is low when compared with the national average. Only a small number of pupils come from ethnic minority backgrounds.
3. Children start in the Reception class in the autumn term of the year in which they are five. Their attainment on entry to the school is above average when compared with that expected for children of their age. At the age of eleven most transfer to the nearby secondary school. At the time of the inspection there were 157 full time pupils on roll. This is below average for primary schools nationally.
4. The school has a mission statement which calls for a high quality education where all are valued and encouraged within a Christian community. The school's goals are for all pupils to fulfil their potential; to ensure practice is effective in order that pupils can achieve and become independent learners; to ensure the school is effectively managed; for all pupils to develop personally, spiritually, socially and morally. Each goal has a detailed set of strategies which are intended to achieve it.
5. The school's most recent priorities are to develop teaching and learning in information technology and design and technology, to implement the literacy strategy, to improve the management of the school and to develop more effective teaching and learning styles.
6. The school has set targets for its pupils to achieve in the 2000 national tests. These are for 70% of children to reach Level 4 or above in mathematics. In English the target is for 90% to attain Level 4 or above.

Key Indicators

Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1999	8	13	21

National Curriculum Test Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	7	7	8
	Girls	13	13	13
	Total	20	20	21
Percentage at NC Level 2 or above	School	95	95	100
	National	82	83	87

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	8	8
	Girls	12	13	13
	Total	19	21	21
Percentage at NC Level 2 or above	School	90	100	100
	National	82	86	87

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	21%
Satisfactory or better	100%
Less than satisfactory	0

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1999	9	18	27

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	6	9
	Girls	18	15	16
	Total	24	21	25
Percentage at NC Level 4 or above	School	89	78	92
	National	70	69	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	6	9
	Girls	18	16	16
	Total	24	22	25
Percentage at NC Level 4 or above	School	89	81	93
	National	68	69	75

Attendance

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

		%
Authorised Absence	School	5.5
	National comparative data	5.7
Unauthorised Absence	School	0.3
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- By the end of Key Stage 1, the majority of the pupils achieve standards in English and mathematics which are well above the national average. In both subjects attainment improved

from 1998 to 1999. However, the variations in results between year groups are largely due to changes in the capabilities of the small year cohorts. The overall trend is one of steady improvement at a level above that found nationally. In reading and writing the 1999 national tests showed that 95 per cent of the pupils reached the expected level or higher. When these results are compared to those of similar schools, attainment is broadly average in reading but below average in writing. In mathematics, 100 per cent reached the national average or higher and attainment is still well above average when compared to similar schools.

8. By the end of Key Stage 2, the majority of the pupils achieve standards in English and science which are very high when compared to the national average. In mathematics, attainment is well above average. Once again these results reflect a steep improvement since 1996, and especially since the set of poor results received in 1998, when a high percentage of the year group had special educational needs. In English, 89 per cent of pupils attained the expected level or higher compared with 70 per cent nationally. In science, 92 per cent reached the expected level compared to 78 per cent nationally. In mathematics, 78 per cent reached the expected level compared to 69 per cent nationally. When compared to similar schools the pupils' attainment was well above average in all three subjects.
9. The findings of the inspection reflect these very good results for that specific year group but also reflect the differences between year groups due to their small size and the fluctuating numbers of pupils with special educational needs. Because of these variations, the present Year 6 are unlikely to match the 1999 results but they are still attaining at or above expectations in English, mathematics and science. This is due to the good provision found throughout the school and the very good teaching they are receiving. There are no significant differences in attainment between boys and girls except in writing at Key Stage 1 in 1998 when the boys' attainment was better than the girls'. The inspection findings are that this was a result unique to that particular year group. Overall, the standards of attainment found in the school have improved since the previous inspection.
10. The attainment of children who are under five matches the variations found later in the school. Analysis of the baseline assessments made soon after children enter Reception show that the usual pattern is one of attainment being slightly below the local authority average with occasional variations such as that found in the 1999 intake which is above average for the local authority. The findings of the inspection are that the majority of the children are well on the way to achieving the desirable outcomes expected for their ages. They are attaining a high level in language and literacy, mathematics, personal and social development and creative development. Attainment in their knowledge and understanding of the world and physical development is satisfactory.

11. Pupils with special educational needs do well. The school has seen many improvements, particularly in literacy skills, for those on the special needs register. Standards of attainment are good in relation to their individual abilities. Targets set are consistently met and the progress they make across the curriculum is good. There are no pupils who receive extra support because they have English as an additional language. The school has worked hard to implement the national literacy and numeracy strategies. Training has been provided for staff and, particularly in literacy, the benefits are being seen in improved standards.
12. Throughout both key stages speaking and listening skills are well developed and progress is good. Pupils learn to listen attentively and courteously when others speak. They have the opportunity to speak during assembly on relevant topics and to read prayers or stories to an audience. Speaking and listening targets are met and sometimes exceeded within each age group. Reading standards are at least satisfactory across the school and on occasion they are very good. Regular reading and spelling tests are used throughout the school to monitor progress. Most pupils read fluently and enjoy reading for pleasure. They can read most key words and have a good grasp of phonics. Progress in reading is good. Pupils learn to write in a neat cursive hand so that by the end of the key stage handwriting is well developed. Work presentation becomes increasingly neat and carefully set out. Handwriting standards are good throughout the school. Spelling is improving. Standards in writing throughout Key Stage 2 are good. The development of extended vocabulary is impressive. Pupils know the meanings of expressions and understand the use of metaphor. Progress in writing is good overall, sometimes very good.
13. In mathematics pupils make satisfactory progress by the end of Key Stage 1. They can order numbers between 20 and 40 and they have a developing understanding of place value. By the end of Key Stage 2 pupils have made good progress. They are developing an appropriate mathematical vocabulary. Their enthusiasm and application is beginning to show in improved results and attitude. In Year 6 pupils are able to calculate averages and work on probability. Most have a basic understanding of percentages. Little evidence was seen of the use of computers in mathematics. Numeracy skills were evident in geography and science, where they create graphs and handle information such as temperatures. Although standards measured in the national tests are clearly very good, the school does not provide enough opportunities for pupils to use and apply their good basic skills in practical situations or in open-ended investigations. In particular, this is a missed opportunity to extend and enrich the work provided for the high attaining pupils.
14. In science, progress is good. The results show that standards have been significantly improved since the last inspection, when standards generally matched expectations and occasionally exceeded them at both key stages. At the end of Key Stage 1, pupils use knowledge of basic life processes when differentiating between living and non-living things. They learn about materials and their properties and sort them into groups. By the end of the key stage, pupils explain why some materials are suitable for specific purposes, for example that metals conduct and whether, or not, materials are transparent or translucent. They are able to predict and record results. They understand what a fair test is and they carry out investigations, explaining what they have discovered. By the end of Key Stage 2, pupils are able to make predictions and explain the differences between their predictions and their results. They can name the variables that have to be constant if a fair test is to be carried out.
15. Attainment in information technology is good at both key stages. This represents a considerable

improvement since the last inspection when the need to improve teaching expertise in information technology and develop pupils' capability progressively through the school was a key issue. Pupils' individual folders show that knowledge, skills and understanding are being taught systematically. The provision of the computer suite has raised teacher expectations and offered better opportunities for pupils to achieve.

16. The progress made by pupils at Key Stage 1 in design and technology, art, music and physical education is satisfactory. In geography and history they make good progress. At Key Stage 2 pupils make satisfactory progress in design and technology, art and physical education. They make good progress in geography, history and music. The school is making good progress towards its academic targets.

Attitudes, behaviour and personal development

17. Most pupils have a positive attitude to learning and show interest and enjoyment in their work. This is particularly true at the end of each key stage, where they show an ability to sustain concentration and a good capacity for independent learning. However, this is less well developed in other classes and teachers need to provide more opportunities to develop this, especially at Key Stage 2. Pupils are generally happy to be at school and keen to contribute to their lessons, including those for literacy and numeracy. They are given regular spellings, reading and other homework, well matched to their levels of ability, and which most complete conscientiously. Most parents are very impressed with the attitudes and values which the school promotes.
18. Pupils' behaviour is very good. The school has a very good policy for encouraging good discipline with a system of rewards and sanctions. This is very positive and effective in creating a calm and orderly school where the pupils are courteous and very well behaved. This is a major strength of the school, as it was at the last inspection. No incidents of rough behaviour were noted. There have been no pupil exclusions in the last three years. The new home-school agreement has been developed with considerable care and seeks to develop the full potential of every pupil.
19. Pupils with special educational needs demonstrate good personal development. Those with behavioural problems try hard to develop their self-control, while those with learning difficulties work hard to improve their skills. Relationships with staff are very good. In most cases pupils behave well and show increasing maturity. Older pupils are beginning to accept responsibility for their own work and behaviour.
20. Pupils' relationships with one another and with teachers, and other adults in the school, are very open, easy and constructive. Pupils are very polite and welcoming to visitors. In the classroom most pupils work well together and they are very ready to show respect and appreciation for others. Pupils in all year groups are given some responsibilities, for example tidying up classrooms and taking registers to the office. Year 6 have additional responsibilities, for example they prepare the hall for assemblies, operate the projector, act as monitors in the infants' playground and help to collect money for charities. They evidently enjoy these responsibilities and there is scope for further development in this area.

Attendance

21. The figures for the overall attendance of pupils are better than the national average. There is very little unauthorised absence. The procedures for recording and monitoring lateness and extended absence are effective and the few problems of continuing lateness or extended absence are dealt

with very efficiently. Lessons start and finish on time and little time is wasted moving around the school between classes.

QUALITY OF EDUCATION PROVIDED

Teaching

22. The quality of teaching is at least satisfactory in all lessons. In almost 75 per cent of lessons it is good and in 21 per cent of lessons the teaching is very good or excellent. The teaching of the Under Fives is good in 56 per cent of lessons. Where the teaching is only satisfactory it is due to the lack of challenge in activities provided. At Key Stage 1, the teaching is good or better in 71 per cent of lessons and is very good or excellent in 18 per cent. At Key Stage 2, the teaching is good or better in 81 per cent of lessons and very good or excellent in 33 per cent.
23. These percentages represent a much improved performance throughout the school in comparison with the previous inspection. This is due to a lot of hard work by teachers and senior management over the past three years. In particular they have improved their subject knowledge and expertise in a number of subjects, especially information technology, and the objectives for lessons are now much clearer and provide a focus for the improved delivery of the curriculum. However, the expertise in music is more variable between teachers. Staff changes and more monitoring and evaluating of teaching are among the other factors which account for the improvement. Expectations of behaviour and attainment are high. The discipline kept by teachers is largely good, and they demonstrate an ability to deal successfully with the minority of pupils who have learning or behavioural difficulties.
24. Teachers have worked very hard to introduce the national literacy successfully and this is now having a positive effect on standards. The numeracy strategy is in the process of being introduced and has yet to have a noticeable effect on standards. There is a lot of direct, whole class teaching of specific skills, such as phonics with the younger pupils. This is backed up by the often good provision of individual and group work matched to pupils' abilities. On a small number of occasions, especially in mathematics, there was not enough challenge for the high attaining pupils. For example, an extended whole class demonstration of symmetry in one lesson resulted in pupils spending a lot of time not actively involved.
25. In the majority of lessons there is detailed lesson planning. In the best lessons the objectives are shared with the pupils, and returned to again at the end to assess progress. In a number of lessons, however, not enough time is left at the end for an appropriate and useful plenary session to take place. This happens particularly in mathematics and English. The lesson planning is based on appropriate schemes of work or the national literacy and numeracy strategies. This ensures that lessons build on previous learning appropriately.
26. The strategies used for supporting pupils with special educational needs are very effective. There is a good initial assessment of individual requirements, with appropriate personal targets set. The teacher for special needs has high expectations of work and behaviour and constant monitoring and evaluation ensures that these expectations are appropriate. Teachers manage pupils with emotional and behavioural problems well, through being patient but firm. All staff, including the learning support staff and the parent volunteers, have a marked understanding of the pupils' needs.
27. The teaching of the under fives demonstrates a sound knowledge of the nationally agreed learning outcomes and of how young children learn. The teachers in Key Stages 1 and 2 use a variety of approaches, appropriate to the tasks set. For example, in information technology,

whole class introductions are followed by small group or paired work on the computers. Where the methods were less appropriate progress is less successful, although the teaching is still satisfactory. For example, in one dance lesson at Key Stage 1 pupils did not have enough time to be active and spent an excessive amount of time listening.

28. The marking of pupils' work is inconsistent throughout the school. Examples of very good annotation of work are found which encourage, challenge and correct errors appropriately as well as making suggestions for future improvement. In other classes, however, the marking consists of ticks and, on occasion, untidy or ordinary work is over-praised. Satisfactory records are kept by teachers and the day-to-day assessments made are used in planning. Homework is appropriate, and grows in quantity through the school. Most parents are happy with the homework provided. The teachers and their support staff often work well together but there are times when learning support assistants are not productively occupied, especially during whole class teaching sessions. On a small number of occasions the communication between teaching and support staff is unsatisfactory, and the support staff are unaware of the objectives behind the tasks given them.

The curriculum and assessment

29. The curriculum is broad and balanced and meets the requirements of the National Curriculum. Statutory requirements are also met in religious education and for daily acts of worship. The curriculum is soundly planned and organised to ensure that all pupils have equal access and opportunities to learn. Parents are closely involved in their children's education. Governors support the development of each subject in the curriculum.
30. Pupils with special educational needs are given very good support, which helps them to achieve the best possible standards within their capabilities. These pupils are successfully integrated into all aspects of school life. Where they are withdrawn for specialised help or additional literacy support the process is well managed to ensure minimum disruption and provides enhanced learning opportunities. Assessment is regularly undertaken and work provided up-dated in light of the results. Individual targets and programmes of work are continuously monitored. The code of practice for pupils with special educational needs is strictly adhered to and the system works very well.
31. The national literacy strategy is now firmly established and is working well. The recently adopted national numeracy strategy is in the process of being introduced, a section at a time, through appropriate staff training. The school's development plan allows for ongoing development in these areas of education, in science, information technology and the foundation subjects. Policies are regularly reviewed. At present there is a particular need to revise the mathematics policy to bring it in line with the numeracy strategy. Schemes of work for the core subjects are very detailed, as are most of those for the foundation subjects. Published schemes are in evidence for most subjects, with staff adding their own ideas. An overall revision of the foundation subjects is planned to take place next year.
32. Curriculum opportunities for the under fives are appropriate for their age group. An initiative to link with parents and pre-school children before entry to the school ensures better understanding and awareness of requirements, and some preparation for the desirable outcomes expected of five year olds. Good integration between the infants and a class from the local Special School in music provides opportunities for social development and shared learning experiences. This idea will soon be extended to a mathematics group. Parents provide invaluable support in sport,

literacy, numeracy and other areas of the curriculum. They help to resource the school by raising money for equipment and books.

33. The school has comprehensive policies in place for personal and social education, sex education, health, including drugs awareness, child protection and a very good policy for promoting good behaviour and discipline. There is as yet no set policy on multi-cultural awareness, though this is to be considered shortly. There is good provision overall for pupils= spiritual, moral, social and cultural development. The school makes good use of the contribution of visitors, such as police officers and charity workers, and opportunities provided by outside visits which further enrich the curriculum. There are regular planned visits to cultural and historical places of interest and a good record of residential stays for Key Stage 2 pupils. Extra-curricular provision includes areas of sport, such as football, rugby, cricket and netball, with a choir, drama and computer club. Pupils take part in music and sport with other schools, concerts and plays in school, religious gatherings in school and in church and singing for the elderly and local community. A county wide public speaking competition for Year 6 pupils last year proved very successful, with the school gaining second place. Theatre and music groups, soloists and a poet have recently worked in school and this has had a positive impact on pupils= progress.
34. Collaborative working by teachers contributes significantly to the level of achievement in all subjects. The work provided for pupils is largely suitable for their abilities although the higher attaining pupils are not always sufficiently challenged. The school is anxious to develop each child=s full potential and is examining further ways to do this. Planning for progression and continuity is sound overall, and good in English, history and music at Key Stage 2. Procedures for assessing pupils= attainment are generally sound, as is the use of assessment to inform planning. In English, this aspect is good. Long term plans for the core subjects have been carefully developed. Medium term plans are in place. The school meets statutory requirements for national testing at the end of each key stage. Targets are set termly for reading, writing, and numeracy. Regular reading, spelling and numeracy tests take place. Records are carefully kept. The information is collated and used to track progress. Pupils throughout the school have individual targets for improvement and keep individual portfolios of work. A school portfolio of annotated work is in process of development.
35. Careful records of assessment, achievement and progress are meticulously kept for pupils with special educational needs. Individual education plans of work for these children are regularly revised and the work suitably structured. Assessment procedures are sound generally. They are good in English and good for pupils with special educational needs. The school should look at ways of furthering assessment opportunities across the curriculum, especially for the foundation subjects, in order to extend progression and continuity.
36. The ethos of the school is promoted across the curriculum. There is a marked concern for the personal development of each pupil and this is revealed in all aspects of school life. There is special attention to developing good behaviour and creating good relationships. The school is aware of areas in curriculum and assessment which need development and is planning strategies for improvement.

Pupils' spiritual, moral, social and cultural development

37. The school=s provision for pupils= spiritual, moral, social and cultural development is good overall. Spiritual and social development are good, moral development is very good and cultural development is satisfactory. The school has maintained its good policy on personal development since the previous inspection in 1996. The school=s emphasis in this respect makes a significant contribution to the attainment and progress of all pupils.

38. The school encourages spiritual awareness effectively through well-planned assemblies and across the wider curriculum. Pupils are encouraged to think about their own circumstances and those of others. They listen to music in order to appreciate it for its own sake. They are taught to value quiet moments to consider their own feelings about aspects of life. They experience a sense of awe when looking at the natural world. This was evident in photographs taken on a visit to the south coast of Devon. Visits to places of historical significance reveal thoughtfulness and wonderment as pupils react to ancient buildings, interesting monuments and beautiful objects. Pupils compose prayers which show a sense of honour in praising God. For example, a pupil had written 'We praise Him for the richness of creation' 'Give Thanks.' The strong Catholic and Christian ethos is apparent in much of the school's work.
39. Moral aspects of development are very well taught. There is a very good policy on behaviour and discipline which allows for the recognition of good effort as well as results. Positive actions are emphasised. This applies to all areas of school life. Everyone understands what is expected. Particular attention is given to good manners. Pupils show a strong sense of fairness and respect the property of others. Their concern for the environment is real. They appreciate and care for natural things. From the time they enter the school, children are taught the difference between right and wrong, and this is a strength of the school.
40. Social development is good. Pupils work co-operatively with staff and with each other. Relationships within all areas of school life are very good. Pupils take part in sport and participate in matches. Music groups play for the elderly and other members of the community. The choir joins with other schools annually to sing communally. Older pupils organise fund raising events for charities such as Children in Need and for Albanian refugees. Pupils take an active part in assemblies in leading prayers, readings or music. They speak confidently in front of an audience. Pupils at the end of Key Stage 2 have taken part successfully in a public speaking contest in the county. Health education is very much part of the social enhancement programme, with attention to drugs awareness and developing a healthy way of life. The school has recently begun to give older pupils more responsibility and more opportunities to use their own initiative. Further extending these opportunities will add significantly to the already good programme of social development.
41. Cultural development incorporates visits to a range of museums and ancient buildings, monuments and National Trust properties. Many connections are made through the Historical Society and National Trust. Many aspects of British heritage are taught. Visits by music groups and soloists, a theatre group and a poet enhance learning. Through literature, music and history pupils are introduced to other cultures, although the multi-cultural aspects of the school's work have a low profile. In music, Caribbean music and Sea Shanties are sung to widen the range of singing. The works of composers and artists are introduced to the pupils at intervals. There is no multi-cultural policy at present, or sufficient resources for this work. Not enough multi-cultural issues are evident in the curriculum.

Support, guidance and pupils' welfare

42. The school has very good procedures for supporting and guiding the pupils and for promoting their welfare. Teachers and support staff know and care for the pupils very well and sympathetically, and there is a strong commitment to those with special educational needs. This caring and supportive attitude is a strength of the school. Child protection procedures are in place and all staff are fully aware of them. Many pupils are now coming from the on-site play

- group, with which there is very close liaison. This makes for an easy transition and few problems with induction when children start in Reception. There is also well-planned preparation for pupils transferring to the local secondary schools.
43. Procedures for monitoring pupils= academic progress and personal development are good. Annual reports sent to parents meet all requirements and show good personal knowledge of the children. There are also target sheets for the pupils and they take part in devising ways they want to improve their work over the next year. The school has very good procedures for promoting positive behaviour and for encouraging and monitoring good attendance and punctuality. The few instances of persistent lateness or extended absence are dealt with very efficiently. Pupils with special educational needs are helped to meet their objectives through individual work programmes, with extra support for those with statements of special need. There is good co-operation between outside agencies and school staff.
44. The school takes its health and safety responsibilities very seriously. The caretaker is very caring and dedicated to the school and he is very alert to any possible problems on the site. He does termly inspections of the premises with the responsible governor. Any problems are reported to the premises committee and dealt with promptly. The school is cleaned to a high standard and very well maintained. First-aid and medical arrangements are thorough. Links with the educational welfare officer and other agencies are very good and there is an appropriate policy for health and sex education. Work on the dangers of misusing drugs has been enhanced by a visit from a theatre company, who performed a play about making appropriate choices, and had discussions with the older pupils. Overall, the teachers and staff are very caring, there is a very happy atmosphere and the pupils clearly enjoy coming to school.

Partnership with parents and the community

45. Parents, grandparents and carers are encouraged to play an active part in the life of the school. They are made welcome and are exceptionally well deployed by the staff to support learning in the classroom, including literacy, numeracy and information technology. They assist with many other activities such as choir and music, rugby and football coaching and on school trips. The homework policy combined with homework and reading diaries is very successful in encouraging parents to become involved with their children=s learning and make an effective contribution to it. The parents, friends and teachers association is very supportive in organising children=s events and raising money. Overall parents= involvement in their children=s learning and the work of the school is excellent and a real strength of the school.
46. The school has a very effective partnership with parents and keeps them well informed with regular newsletters and other leaflets. There are termly meetings with teachers, special meetings have been held on literacy and numeracy and there are plenty of opportunities for informal discussions. Annual reports on the pupils meet requirements. They are personal, informative, hand-written and include individual goals for the pupils. There are also individual target sheets in which pupils, parents and teachers are involved. Although a number of parents felt that they could be better informed, the findings of the inspection are that the information provided by the school is good. Parents are very supportive of children with special educational needs. They regularly help with homework tasks and strongly encourage their child=s activities at school. Parents are consulted regularly about their child=s progress and there is frequent dialogue between the staff and parents regarding the child=s needs.
47. The school has close links with the community. Liaison with the on-site play group and with

the three local secondary schools is very good and pupils make preliminary visits to their future schools. Parents agree that the transition is handled very smoothly. There are good links with the local police and other agencies. There is a strong relationship with the local Catholic church, with masses held in school and in the local church. Parents and the parish are invited to the school masses. The local Baptist minister visits the school. Pupils sing carols in the shopping centre. Pensioners attend the Nativity play and are given harvest gifts by the pupils. These links all have a positive effect on the attainment and personal development of the pupils. A good range of educational visits and extra-curricular activities supports the curriculum and enriches the pupils= learning.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

48. The leadership and management of the school are good. Since the previous inspection there have been many changes to the senior staff but these have not had a detrimental effect on the school's educational direction and the striving for improvement which is evident. The present Headteacher, although only recently appointed, is demonstrating strong leadership and a commitment to high standards. She has a high profile around the school and with parents. The Deputy Headteacher is also recently appointed and had a term as acting Headteacher in which she successfully bridged the gap before the appointment of the new Headteacher. The newly created senior management team is effective and is a clear improvement from the previous inspection. Over the past four years since a management team was created, the Governing Body has monitored its work closely as a response to their action plans. The management team have clear job descriptions but these have yet to be updated and reviewed for the rest of the staff. The Governing Body provides very positive support for the school.
49. The staff work effectively as a team. The small size of the team enables curriculum developments and planning to be discussed both in key stages and as a whole staff. Changes to staff have resulted in the reorganisation of a number of subject responsibilities and some staff have only taken over a subject since the start of the term. However, discussions with the co-ordinators demonstrate that they are aware of their responsibilities and they have a sound grasp of the future needs for their subjects. The procedures for pupils with special educational needs meet the code of practice. All staff are aware of the procedures and they work closely with the co-ordinator and the extra support now provided for literacy, to plan and review the pupils' work. The co-ordinator manages the provision very well and is now planning to extend her brief to include the provision for high attaining pupils. The recent introduction of the national literacy and numeracy strategies has correctly been the focus of the school's energies recently and this is already having a beneficial effect on much of the teaching and learning in English although it has yet to have a similar effect on mathematics.
50. Since the last inspection the monitoring and evaluation of teaching and learning has greatly improved. The Headteacher and Deputy Headteacher have observed a variety of lessons, especially in the lead up to the introduction of the numeracy strategy. Some members of the Governing Body have also been able to monitor lessons thus giving their discussions about the curriculum an added level of knowledge and understanding of strengths and weaknesses in provision. Subject co-ordinators do not have sufficient opportunities to monitor teaching at present although this is planned for the future. The monitoring work carried out by the Headteacher has led to discussions with staff on an individual and whole staff basis, and has generally led to a more open atmosphere and understanding of the criteria for improved teaching. In addition, more analysis of test results is now undertaken and the school is now tracking the progress made by pupils to help set appropriately challenging targets based on pupils' previous attainment. The targets set for future test results are challenging.
51. The governors fulfil their statutory duties well, and the minor failings evident at the time of the previous inspection have been corrected. There is an effective structure of committees and governors are appropriately involved in budget setting and monitoring expenditure. The action plan from the previous inspection has been successfully implemented, although the role of subject co-ordinators has yet to be fully developed. This is due largely to the recent changes in staffing.
52. The school development plan is largely produced by the school staff, although governors do have an opportunity to discuss it and monitor its progress at their meetings. They are not involved enough in the early stages of its production. The plan is a detailed and full document which correctly focuses on the identified priorities. It is a practical document and the work of the school is based on it, and it contains sufficiently detailed financial

information attached. Subject co-ordinators do not have control of their own budgets delegated to them, and therefore are not involved enough in planning the resourcing of developments in their areas. Development planning has clearly been successful as is evident from the improvements since the last inspection.

53. The school has a good set of aims and policies which are very clearly reflected in its work. These emphasise academic achievement as well as support and care, and they add considerably to the purposeful, very positive ethos of the school.

Staffing, accommodation and learning resources

54. The school benefits from teaching and non-teaching staff who are committed, hardworking and caring. All teachers are appropriately qualified and experienced to ensure the delivery of the National Curriculum to all pupils. Appropriate induction arrangements for newly qualified teachers are in place. The quality of monitoring for newly qualified teachers is good. Each teacher has responsibility for at least one curriculum area. They are not necessarily qualified in these areas, but the allocations have been made in the light of their experience and their willingness to take on these responsibilities. The number and experience of the learning support assistants is good and they have a significant impact on the standards achieved by pupils. Support staff have attended courses and appropriate in-service training to further their knowledge and understanding of the curriculum and pupils' learning. They provide good support for teachers and they are very effective in their interactions with pupils although their deployment during whole class teaching sessions means that they are not always fully occupied. The school secretary is hardworking and dedicated, and her management of day-to-day financial administration is very good. All non-teaching staff make a significant contribution to the life of the school.
55. The Headteacher undertakes regular meetings with all staff and these meetings are used to identify the professional needs of teachers. The information is used to inform the development planning process and to identify targets for individual teachers. Staff development has taken place to support both the needs of the school and the needs of individual members of staff. The senior management team have job descriptions which take account of their roles. The co-ordinators are awaiting job descriptions that recognise their curriculum responsibilities and incorporate strategies to enable them to fulfil their roles by monitoring teaching and learning throughout the school and give them more responsibility for their budget and resources.
56. The accommodation is good and is well cared for by staff and pupils. It is very well maintained by a conscientious caretaker and cleaning staff. The role of the Governing Body in ensuring that the learning environment for pupils is safe and clean, is significant. Creative use has been made of every available space to provide enhanced computer and music facilities and a library which is awaiting re-development. During the last two years, a playgroup has rented part of the school grounds. They have access to the school hall and join the school community for special celebrations at Harvest and Christmas. Links have been further extended, as the Key Stage 1 co-ordinator has taken on the role of their Early Years accredited teacher. The parish join the school community regularly for school masses in the hall. The good quality of the accommodation enhances the teaching and learning environment of the school. The external environment includes a playground, an infant play area, areas for quiet reflection and an extensive grassed area. The grounds

have been enhanced by the addition of trees, plants and garden furniture. There is an attractive pond area and an environmental study area. They provide a useful resource for the science and art curricula. The outdoor accommodation for the under fives is not well developed, although the school plans to improve this when funds allow.

57. There are sufficient learning resources to support the curriculum. In information technology, they are very good and increasingly being used to support other subjects, such as English, science and art. The resources are matched to the demands of the curriculum to ensure that pupils have the necessary resources when they are needed and they are readily accessible. In information technology, and design and technology, the school has significantly improved the provision since the last inspection and has further developed teachers' expertise enabling pupils to develop their skills progressively throughout the school. Information technology resources are used effectively to support the teaching of pupils with special educational needs, particularly in literacy and numeracy. However, the number, quality and range of books in the library is not sufficient to enable pupils to extend their reading and research skills. The school makes effective use of local resources. Recently, an author visited and worked on stories, poetry and non-fiction with the children. Pupils regularly visit places of interest, such as local museums and the theatre in Bristol. Year 6 pupils have the opportunity to join a residential stay in Devon and take part in a variety of outdoor activities. These additional resources enrich the learning opportunities for all pupils.

The efficiency of the school

58. The school's systems for financial planning are good. The school development plan contains well-developed curriculum action plans, particularly in information technology and personal, health and social education, and for the foundation subjects. The implementation of these plans is beginning to have a positive impact on school improvement. The governors set aside appropriate funds for contingencies. The school has a significant planned underspend as money was kept ready for the appointment of a new Headteacher. The school development plan does not include a full breakdown of costs or an overall summary of the financial position and forecast with implications for development. It is evaluated and spending is carefully monitored. Cost effectiveness is sought, as, for example, in the recent purchase of a new photocopier, and the governors are fully involved. The school development plan sets out appropriate targets for two years, but does not include a strategic view of long-term priorities and targets.
59. The Governing Body, through a properly delegated finance committee, fulfils its strategic role to monitor the planning and use of financial resources. The governors receive accurate updated information and monitor budget spending regularly. There is much consultation on building improvements, local authority funding and consideration of spending decisions. There are no formal mechanisms, as yet, for the assessment of spending against success criteria, but the governors and Headteacher have a sound overview of the effect of previous spending decisions on school development. A number of visits by governors have taken place to observe the implementation of the literacy and numeracy initiatives, but the curriculum committee does not yet have mechanisms in place for taking a more active role in monitoring pupils' attainment and progress.
60. The good deployment of teaching staff effectively supports teaching and learning throughout

the school. The core subject co-ordinators monitor and develop curriculum areas satisfactorily, particularly in English and information technology where, in addition to looking at teachers' plans and discussing their subject with colleagues, there have been opportunities to observe some lessons and teach alongside colleagues. There is little opportunity for co-ordinators in the foundation subjects to monitor teaching and learning. The deployment of learning support assistants is sound and, where they are involved in planning with the teacher, they are particularly effective in supporting pupils' learning. Their deployment during whole class teaching sessions needs to be reviewed as, at present, they spend too much time not directly involved. The staff deployed to support pupils with special educational needs promote good progress in both key stages.

61. The accommodation, with the exception of the library which is poorly resourced, is used well to further curriculum aims. The area set aside for pupils with special educational needs is used effectively to provide support for small groups. The area in Key Stage 2 that has been developed into a computer suite is a particularly effective use of accommodation, for use by pupils in both key stages. Good use is made of learning resources to support pupils' learning and this has a direct impact on educational outcomes. The resources purchased to support the recently introduced literacy strategy and the computers are particularly well-used to promote progress towards school targets. The school grounds are a valuable resource, not only for physical education and play, but also for environmental studies.
62. The school has good systems for financial control and administration. The recent external audit report of the school accounts found the financial procedures to be of a good standard. School funds are audited regularly in line with recommended practice. Day to day school administration is very good and minor recommendations of the audit report have already been fully addressed. The school secretary undertakes her duties conscientiously and has very efficient systems that are well established within school routines. Additional funds are received from the local education authority for the funding of special educational needs provision and these are well-used to provide good levels of teaching support and practical resources which are promoting progress in pupils' language and literacy skills.
63. The majority of the pupils enter the school with levels of attainment above those expected for their ages. They make good progress throughout the school and achieve standards that are above the national expected levels in most subjects by the time that they leave school. Pupils' attitudes to learning are good and the quality of teaching is good. The expenditure per pupil is high in relation to national figures, reflecting the favourable pupil/teacher ratio. Taking all these factors into account, the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

64. Children are taught in the Reception class from the start of the year in which they are five. They begin school on a part time basis and at the time of the inspection had only been full time for three weeks. The induction arrangements are good and parents are provided with appropriate information before their child begins school. An analysis of the children=s attainment on entry shows that it varies from year to year, but it is broadly above that expected nationally. The present group are already attaining standards above those expected for children of their age.
65. The classroom provides good accommodation for the children of this age, but the outdoor area does not provide enough opportunities for the full development of a variety of aspects of the areas of learning. Resources also need updating.
66. The quality of teaching is at least satisfactory and in the majority of lessons it is good. The staff work hard to create a bright and stimulating environment. Good records of progress, especially in phonic development, are kept. The whole class teaching is pacey, interesting and challenging. However, the use of worksheets which involve unchallenging tasks such as colouring in slows the pace of learning and adds little to the good direct teaching.

Personal and social development

67. Children make very good progress in their personal and social development. They are very well behaved, attentive and interested in their lessons. They occasionally lose interest but this only happens when the tasks provided lack challenge. There are good relationships in the class between the adults and the children, and between the children themselves. The class teacher provides good role play opportunities which encourage sharing and negotiation and have a purpose beyond just play. There is a system of rewarding good work with stickers which children enjoy and value.

67. Language and Literacy

68. In speaking and listening, reading and writing the children are making good progress towards the expected learning outcomes for children of their age. They listen purposefully to adults and to each other. They are articulate and willing to talk freely with visitors. For example, when describing the properties of different buttons they use imaginative language. Their phonic skills are being well developed through the direct teaching from a scheme of progressive and carefully planned work. This is providing a sound basis for future reading skills. The majority of children already have a good knowledge of how books work, that print carries meaning, and a number of them already read some simple words. They are beginning to write letters and are showing good levels of pencil control through activities involving tracing, copying and following patterns.

68. Mathematics

69. The children make good progress in mathematics. The majority can count to 20 and are well on the way towards achieving the expected learning outcomes for five year olds. They recognise and can use numbers to 10 with growing confidence. Eighty per cent of them know how to calculate one more or one less and most understand the concepts of longer and shorter. When practising handwriting they learn to write numerals as well as letters. They can sort materials such as buttons in a variety of ways such as colour, shape and size, and they are beginning to use good mathematics language such as smaller, bigger, round and square.
69. Knowledge and understanding of the world
70. The children are making satisfactory progress towards achieving the expected learning outcomes for five year olds. They have a basic understanding about how some sounds are produced and how we hear them. They use computers with growing confidence using a word processor to write their names which they print with help from adults. In science, children learn how colours are mixed and how to create a colour such as maroon. They can also sort buttons by studying their different properties and the materials they are made from. In spring and summer they have the opportunity to grow plants in the school gardens and this helps develop their understanding of the living world and the wonder of nature.
70. Creative development
71. The majority of the children make good progress in their creative work. They take part in a variety of role play and dressing up opportunities, devising and creating characters imaginatively. They are also provided with plenty of opportunities to use a variety of paints, modelling materials, and to create models from cutting and gluing different recycled materials. Good prints made from leaves showed a good level of control of the media. They respond well to the instructions in a dance lesson, although the commercial tape used did not contain enough opportunities for sustained movement.
71. Physical development
72. The children make satisfactory progress towards the expected learning outcomes for five year olds. In dance lessons they move appropriately, controlling their bodies, the speed of their movements and using space effectively. Classroom activities provide good opportunities for developing their skills in using tools, pencils, scissors and paintbrushes. Their outdoor activities are limited by the lack of accommodation and resources for outdoor play.

ENGLISH, MATHEMATICS AND SCIENCE

English

73. The results of the national tests in 1999 show a marked improvement in both key stages, compared to the 1998 levels. At Key Stage 1 scores for reading and writing in the 1999 tests were well above the national average. Ninety-five per cent of pupils scored level 2 or above in reading and in writing tests. The teacher assessments for both 1998 and 1999 in speaking and listening were similar and were above the national average. The end of Key Stage 2 national test results for 1999 in English were well above the national average with 89 per cent of pupils attaining level 4 and above.

74. The trends in attainment over the years 1996 to 1999 clearly show that the performance of pupils at Key Stage 1 in reading and writing is above the national average, and at Key Stage 2 it is well above the national average. The performance of boys in reading at Key Stage 1 was close to the national average and for girls it was well above. However, writing results showed boys to be above the national average and girls just below, which is different from the picture found nationally. At Key Stage 2, combined results over the four years show that boys were above the national average in English and girls well above, but the gap between them broadly mirrored that found nationally. The school has achieved its target results for this year and is determined to gain the best possible results in the future. The school does experience some variation in cohorts due to their small size and the varying numbers of pupils with special educational needs. Pupils with special educational needs make good progress against the targets set for them. Their attainment levels are carefully monitored and some pupils reach the normal level of national expectation. The findings of the inspection are that attainment and progress are good throughout the school.
75. Speaking and listening skills are well developed. Pupils share ideas within their group and talk fluently and confidently to adults. They learn to listen attentively and courteously when others speak. Pupils develop strong sense of correct grammar and pronunciation, and speak with appropriate expression. There is increased use of descriptive vocabulary throughout the age groups. Pupils are encouraged to use role play in class. For example, Year 5 pupils have enjoyed writing and performing a small play 'The Phantom Sausage Stealer'. School productions give opportunities to pupils to learn a script and project their voice. Pupils have the opportunity to speak during assembly on relevant topics and to read prayers or stories to a wider audience. Pupils in Year 6 were able to take part in a county-wide public speaking contest last year, with very good results. Speaking and listening targets are met and sometimes exceeded.
76. Reading standards are at least satisfactory across the school and on occasion they are very good. Pupils take reading books home regularly and records are kept in a home/school diary. Regular reading and spelling tests are used throughout the school to monitor progress. Pupils often read quietly on their own and the majority show an interest in books. Pupils from Key Stage 1 are taught to use dictionaries and reference books. The school library is used to exchange books once a week. This is presided over by a parent volunteer. Most pupils read fluently and enjoy reading for pleasure. Pupils at Key Stage 2 can discuss their reading matter and give opinions, with detailed accounts of the book contents. Most parents are willing to hear their children read. By the end of Key Stage 1 pupils have good reading skills. They understand the use of full stops and other punctuation marks. They can read most key words and have a good grasp of phonics. Throughout Key Stage 2 reading is good, sometimes very good. Most pupils are able to 'free read' though occasionally a self-chosen book is too difficult for the pupil, as in the case of one child who had a science book which he could read but not understand many of the terms. Knowledge of general and extended vocabulary is good.
77. Handwriting exercises are carefully structured. Pupils in Key Stage 1 are beginning to produce joined writing. Some of the work done with very thick pencil, however, produces untidy smudges which spoil the finished piece of work. Pupils at Key Stage 2 learn to write in a neat cursive hand so that by the end of the key stage handwriting is well developed. Work becomes increasingly neat and carefully set out. Writing standards are good throughout the school and appropriate for all age groups. By the end of Key Stage 1 pupils

are able to use capital letters and full stops accurately. They have good knowledge of sentence construction, and correct use of grammar. Commas are used more widely and spelling shows an ongoing improvement.

78. Standards in writing throughout Key Stage 2 are good. The development of extended vocabulary is impressive. There is increased knowledge of verb tense and punctuation, including the use of colons. Speech marks are accurately placed. Pupils study the format of writing a newspaper report, with use of sub-headings and link phrases. They learn about sequencing events to build tension and interest and how to interview. For example, there are good written reports relating to the thoughts of men returning from the armed forces at the end of the Second World War. In the writing of scripts there is understanding of gestures, asides and the meaning of characterisation. Pupils at Key Stage 2 know the meanings of expressions and understand the use of metaphor. They use adverbs to qualify verbs, such as excitedly, ideally, skilfully, doubly, remarkably. Progress in writing is good overall, sometimes very good.
79. Pupils' attitudes towards English lessons and the daily literacy lesson are good. They sustain concentration to a high degree. Those with behaviour problems manage well and on the whole remain controlled. Pupils are interested to learn and keen to improve their results. They settle quickly to tasks, work well on their own or with others. Pupils show respect for the resources they use and towards others in the room. Relationships with staff are very good. Behaviour is very good. Pupils who need additional help in literacy apply themselves well to their individual or group work and make every effort to improve. All pupils are well-motivated to raise personal standards.
80. The quality of teaching is good at each key stage. Teachers have good knowledge and understanding of the subject. Their planning and organisation is of a high order. Pupils are managed skilfully and all staff cope well with children who have emotional or behavioural problems. Work is usually well matched to pupils' abilities. The co-ordinator for special educational needs works closely with all class teachers and support assistants to ensure the suitability of work in literacy for lower attainers. This facility is soon to be extended to the programme for the most able. Expectations of continued success are high throughout the school. Day to day assessment in English is good and is used to inform planning. The assessment of pupils when they start school, and the informal assessment of pre-school children before that, helps to prepare staff to meet needs at an early age. The assessment in literacy is ongoing throughout the school, with regular formal and informal tests in reading, spelling and writing. Attainment is carefully evaluated and progress monitored closely at all ages. Statutory requirements are well met. Teachers keep good records.
81. The co-ordinator for English works closely with key stage co-ordinators and all staff to ensure that schemes of work are in place and up to date. Separate policies exist for speaking and listening, writing, reading, spelling, handwriting, marking and for the literacy strategy. All staff are consulted in drawing up policies and there is full co-operation in decision making. The enthusiasm and hard work of the co-ordinator is obvious and all staff are dedicated to raising standards in literacy across the curriculum. Resources have been greatly improved recently with the allowance for books and materials for the literacy hour. New reading schemes have been acquired for all classes, with the addition of Big Books and phonic schemes. The library is poorly resourced and there is an urgent need to establish a wider and better selection of books.

Mathematics

82. At the end of Key Stage 2, the overall standards of pupils in the 1999 National Curriculum tests were well above the national average. The percentage of pupils gaining above the national expectation was also above average. This was an improvement on the 1998 figures which showed that attainment was above average. The results of the 1999 National Curriculum tests at the end of Key Stage 1 show that attainment also rose when compared to 1998 and it is well above the national average. When compared to schools with similar pupils, in 1999 standards were well above average at both key stages. The evidence of the inspection, due partly to the changes to the curriculum and methods of working which teachers are having to make while introducing the numeracy strategy, is that attainment is satisfactory at Key Stage 1 and above average at Key Stage 2. There are no significant differences in the attainment of boys and girls.
83. The school has worked hard to begin the implementation of the national numeracy strategy. Training has been provided for staff and, although the strategy is not yet fully in place, steps are being taken to complete the training and ensure that the lessons are planned to the guidelines.
84. By the end of Key Stage 1, pupils have made satisfactory progress. Most pupils have a sound knowledge of numbers. They can order numbers between 20 and 40 and they have a developing understanding of place value. The activities provided by the teacher helps develop their mental skills effectively. For example, they are able to make the largest number they can from two given digits, such as making 32 from a >two= and a >three=. Younger children can use their fingers to count forward to, and back from, 20.
85. By the end of Key Stage 2, pupils have made good progress. They are developing an appropriate mathematical vocabulary. Mental arithmetic is featuring more prominently in lessons and the pupils respond with enthusiasm. This enthusiasm and application is beginning to show in improved results and attitude. In Year 6 pupils are able to calculate averages and work on probability. Most have a basic understanding of percentages. Most pupils add and subtract numbers in the thousands and tens of thousands with great accuracy. They work confidently on defining the properties of three-dimensional shapes and angles. Little evidence was seen of the use of computers in mathematics, although pupils= numeracy skills were evident in geography and science, where they create graphs and handle information such as temperatures.
86. Although standards measured in the national tests are clearly very good, the school does not provide enough opportunities for pupils to use and apply their good basic skills in practical situations or in open-ended investigations. In particular, this is a missed opportunity to extend and enrich the work provided for the high attaining pupils. Through both key stages the pupils with special educational needs receive good support and the work is often targeted effectively at their specific needs. They are also

often supported by the learning support staff and this effectively enables them to make satisfactory progress.

87. Pupils have positive attitudes to mathematics throughout the school. They show satisfactory concentration and levels of perseverance. The behaviour of the vast majority of pupils is good. In whole class mental sessions they respond enthusiastically. They respond especially well when the level of challenge is right. Pupils' work is often presented neatly, in a logical way, and shows that most pupils take a pride in their work.
88. Throughout the school the quality of teaching is at least satisfactory. In one in three lessons teaching is good. Across all key stages the best teaching incorporates a range of well planned learning activities that are carefully matched to pupils' individual needs. The teachers generally have high expectations of behaviour and attainment. In all lessons pupils are well organised and managed, although on a few occasions in both key stages teachers used activities with the whole class which would have been more productive as group activities. For example, in one class pupils took turns filling in squares to make symmetrical shapes and the rest of the class were left to observe for a lengthy time. At other times teachers did not leave enough time for effective plenary sessions to be completed. Teachers demonstrate a sound knowledge of the subject and are well prepared.
89. The school has begun more regular testing of pupils which, combined with the results of national standard assessments, provides information that is used to establish broad targets for pupils in all age groups. The analysis of this detailed information is at an early stage of development but should provide staff with the means to enhance the future attainment in mathematics still further.
90. The subject is well led by an enthusiastic co-ordinator. Her positive attitude and example are proving successful in introducing the national numeracy strategy and in raising awareness among colleagues of the need to attain greater results and achievements for all pupils. However, she has not yet been able to spend time monitoring the teaching or the pupils' work since the numeracy strategy was introduced, although this was done effectively in the past. The resources are in need of review in the light of the needs of the numeracy lessons.

Science

91. The science assessments of pupils at the end of Key Stage 1 in 1998 showed that the percentage of pupils achieving the expected level was broadly in line with the national average. The percentage of pupils achieving the higher level was well above the national average. Overall attainment levels are judged to be well above the national average. Pupils' performance was well above the average for similar schools. The figures for 1999 show a further rise in the number of pupils achieving the expected level from 89 per cent to 100 per cent. The percentage achieving the higher grade was well above the national average. Inspection findings confirm these results and show that the vast majority of pupils achieve the expected level and many achieve beyond this. Provision is good and progress is good.
92. Results of the 1998 tests at the end of Key Stage 2 were well above the national average. On the basis of teacher assessment, the results were also well above the national average. The percentage of pupils achieving the higher level was again well above the national average. Pupils' performance was well above the average for similar schools. The figures for 1999 show a further rise in the number of pupils achieving the expected level from 87 per cent to 92 per cent. Inspection findings confirm these results and show that the vast majority of pupils achieve the expected results and many achieve beyond this. Provision is good and progress is good. The results show that standards have made a significant improvement since the last inspection, when standards generally matched expectations and occasionally exceeded them at both key stages. Since the last inspection in 1996, performance in science at Key Stage 2 has been well above the national average. There was some underachievement in investigative skills at Key Stage 2 but this has been addressed.
93. At the end of Key Stage 1, pupils use their knowledge of basic life processes when differentiating living and non-living things. They know that flowering plants produce seeds which grow into new plants and they recognise and name the leaf, flower, stem and root of a plant. Most pupils can identify ways in which animals suit their environment, for example, the fact that fish have fins. They understand the idea of growing from young to old. Year 1 identify differences between themselves and others and interpret the information that they find out. They learn about materials and their properties and sort them into groups. By the end of the key stage, most pupils can explain why some materials are suitable for specific purposes, for example that metals conduct and whether, or not, materials are transparent or translucent. They explain why materials are suited for specific purposes, for example for making electric cables. During the inspection, Year 2 explored a variety of materials to see if changes are reversible or not, for example, the heating of chocolate and eggs. They predicted and recorded their results. They understand what a fair test is and they carry out investigations, explaining what they have discovered. They are beginning to look for patterns and to draw scientific conclusions.
94. At the end of Key Stage 2, pupils are able to make predictions and explain the differences between their predictions and their results. They can name the variables that have to be constant if a fair test is to be carried out. During the inspection, Years 3 and 4 share their knowledge of solids and liquids before carrying out their investigation. They use appropriate scientific vocabulary, such as transparent, texture, flexible. They show skill in forming hypotheses and proving or disproving them. Year 5 know the names of the different types of teeth and know that they have particular functions, in preparation for a visit by a dentist who will use demonstration teeth when talking about dental hygiene. Year

- 6 know that different habitats support different plants and animals. They know that there are a wide range of environments caused by geographical position and climate and they recognise the feeding relationships between plants and animals in a habitat. Most pupils are able to describe them in appropriate terms, for example, food chains, predator and prey. The majority are able to make a prediction, write a hypothesis and plan an investigation. They discover which materials conduct and which insulate. They use an appropriate and increasing range of scientific vocabulary, for example, conductors, insulators, circuit. Pupils use equipment safely and confidently.
95. Most pupils are very interested in science. They contribute well to oral work and respect the contribution of their peers. They sustain concentration during investigation and recording work. They are aware of safety factors and treat resources with care. Their behaviour in lessons is very good. They work co-operatively in groups or pairs. They share ideas and equipment. They form good relationships with adults and their peers.
96. The quality of teaching is good overall, which represents an improvement since the last inspection. During the inspection, very good teaching was seen at the end of both key stages and, in one lesson, teaching at the end of Key Stage 2 was excellent. Throughout the school, teachers have a good knowledge of science, as shown in their clear objectives and explanations to pupils and the way in which they create and sustain interest. Lessons are well planned and teachers give pupils a clear idea of what is expected in the lesson. Effective classroom management ensures that little time is wasted in lessons. Teachers use a good range of resources effectively and the emphasis is on first hand investigation. Practical sessions are well organised and teachers and learning support assistants circulate to monitor progress, to correct misunderstandings, to present new challenges and to draw together ideas. They provide opportunities for pupils to demonstrate methods and reasoning and to explore reasons for any wrong answers. Teaching caters for the abilities of all pupils through suitable groupings. The assessment of pupils' work is regularly undertaken and pupils learn to self-assess. Marking is conscientiously undertaken by teachers, but it is sometimes ineffective because it is related to effort and presentation rather than scientific understanding.
97. The co-ordinators for science have recently been given the role. An audit has been carried out to confirm the programme of study coverage and a modified scheme of work is in place which will be reviewed. A detailed planning framework ensures that pupils experience all aspects of the National Curriculum. There is usually sufficient challenge for the most able pupils at both key stages. Information technology is used at the end of key stages, in particular, but is a developing area in research and recording overall. Pupils' progress is reported annually and, sometimes, at the end of each unit, but practice is variable. The school has an effective system for recording the progress of pupils through all areas of the science curriculum. The co-ordinators have little time to work alongside teachers in the classroom to monitor teaching and learning, as was the case at the last inspection. The resource provision is good and has a positive impact on pupils' learning.

OTHER SUBJECTS OR COURSES

Information technology

98. Attainment in information technology is good at both key stages. The planning is good and includes provision for all programmes of study. National Curriculum requirements are fully met. During the inspection, it was possible to observe information technology being taught directly in both key stages. Individual pupils, small groups and pupils with special educational needs were seen working in the suite at various times of the day. Direct teaching time of one hour at Key Stage 1 and one and a half hours at Key Stage 2 is allocated each week. Groups of pupils from Year 6 use it very much more than this, in other subjects. The provision of the computer suite and the availability of thirteen computers there has raised teacher expectations and opportunities for pupils to achieve. This represents a considerable improvement since the last inspection when the need to improve teaching expertise in information technology and develop pupils' capability progressively through the school was a key issue. Pupils' individual folders show that knowledge, skills and understanding are being taught systematically.
99. By the end of Key Stage 1, pupils have good keyboard and mouse skills. In Year 1 they use their developing word-processing skills to promote literacy. During the inspection, they made covers for folders, confidently changing the size of font, drawing pictures and adding colour. Year 2 created repeating patterns. They use the computer confidently. Higher attainers were challenged to use more elements in the art software. Lower attainers met the objectives with focussed help. A second group used a word processing program to create text and labels, linked with their literacy lessons and design and technology lessons on fireworks. They made text bigger and smaller and changed font and colour. Pupils were taught effectively by a parent, who devotes time every week to teaching a group. During the same lesson, another group wrote a program for a floor robot with three instructions, with the help of a student teacher. They tested and evaluated the program successfully, modelled the correct sequence, modified the program when necessary and tried an extension challenge to encourage them to estimate the correct number of roamer moves. A further group with a learning support assistant learnt to interpret science data, explore data and produce block graphs and pie charts. Year 2 develop good word processing skills, edit, control the pen and use >floodfill= to create visual effects. They can handle and collect simple data, enter and store information and print it. In modelling, they make choices, predict decisions and explore imaginary situations. All pupils, including pupils with special educational needs, make good progress throughout the key stage.
100. During the inspection, Years 3 and 4 used 'First Workshop' to store, sort and classify information and produce a bar graph to represent their findings. They begin to recognise patterns and relationships and to understand the meaning of creating records that can be retrieved. They use CD ROMs to locate information and create patterns and pictures. They find answers from a database and produce a pie chart to show the population of a number of places. In modelling, they use a simulator to make and predict and identify patterns. During the inspection, Year 5 demonstrated their ability to save and retrieve processing files, change text size, font and style and use the spell check facility. They produced play scripts, linked to their literacy lesson, using the correct format. During the year, they manipulate shapes through object based graphics, use the scanner to copy text and pictures and create a fact sheet for Key Stage 1. They use the internet to create a data base and use spreadsheets to place data in cells

and perform calculations. In modelling, they investigate patterns and relationships, make simple predictions regarding the results of changes to input, and use simulation to explore options and make predictions.

101. During the inspection, Year 6 extracted information from CD ROMs, decided the focus and fields required and put information on animals into a data base. They are becoming sensitive to the need for precision in framing and sequencing information and instructions. During the year, they learn to understand the place of multimedia, recognise the features of a good page design, create a page of sounds activated by buttons, and design pages/texts which give clear information to the reader, for example, a birthday card for a Key Stage 1 child. They use CD ROM, internet and CEEFAX to find information, for example, Year 6 use the internet to find out details about the weather in cities around the world and input the data into spreadsheets. They use a simple database to create and investigate different graphs and analyse results. They use spreadsheets to explore mathematical models, identify and enter correct formulae into cells, modify data and make predictions of change with adventure simulators. Pupils throughout Key Stage 2 fill in evaluation sheets after experiencing each program, which detail skills learnt and how to use the program, for example, a pupil in Year 5 wrote that he had developed skills in the use of spreadsheets from using a particular program. All pupils, including those with special educational needs, make good progress throughout the key stage.

102. Pupils' response to information technology is good. They are interested and enthusiastic. They are motivated to succeed and remain on task. They work well in small groups or pairs and take some responsibility for their own learning. They communicate confidently, share ideas and are keen to learn more. Their relationships with the teacher and other adult helpers are good. They abide by the rules drawn up for the computer suite and they respect the resources. They respond quickly when the teacher draws them together and follow instructions carefully.
103. Overall, the quality of teaching is good. In the lesson seen in Year 6 it was very good and, in a lesson observed in Year 2, it was excellent. Teachers have high expectations and challenge pupils. Lessons move at a good pace, motivating the pupils and maintaining their interest. Effective cross-curricular links are made, particularly in English, science and art, but information technology is not always utilised in other subjects. Literacy skills, such as writing, spelling and punctuation are well-promoted through word-processing and re-drafting. Some numeracy skills are employed with an emphasis on block graphs and pie charts at all stages. Teaching is generally confident throughout both key stages, due to staff training. Teachers give instructions that are clear and precise, enabling pupils to understand exactly what they have to do. They are very patient in their response to minor problems that arise. Class routines are well established.
104. There is very strong leadership. The subject co-ordinator has developed an effective range of support documentation for teachers. Future planning needs in this area are identified in the school development plan. These target areas include the further development of teachers' skills and the increased provision for pupils. They are effectively linked to building on the present good practice and raising standards further. The co-ordinator has undertaken some monitoring of planning, teaching and learning, in order to ensure that all pupils are receiving their full entitlement to this subject. The school has put a significant effort into improving the provision for, and standards within, information technology. The Governing Body and the Parents, Teachers, Friends' Association have put a considerable amount of money towards the establishment of the information technology suite. Each classroom is equipped with a computer, but during the inspection these were underused. There is a range of software, enabling all the requirements of the National Curriculum to be met. The above initiatives have had a very positive effect on attainment and progress. At the time of the last inspection, attainment was unsatisfactory, there was no scheme of work, resources were unsatisfactory and a programme of staff development was required. The four year plan to address these issues is still in operation and significant investment in staff development and guidance has taken place. The school is well placed to continue this improvement.

Art

105. Although very few lessons were observed, evidence from past work and displays indicates that pupils in both key stages, including those with special educational needs, make satisfactory progress. At Key Stage 1 displays show work which indicates that a wide range of media and materials are used. For example, pupils in Year 2 made model fireworks from templates of a variety of three-dimensional shapes. They studied the work of artists such as Paul Klee and Arcimboldo and produced good portraits in a similar style. In addition, they made blocks for printing from card and are in the process of creating prints on fabric to make patterns appropriate for the Bible story of Joseph's coat.

106. Throughout the school, pupils use a range of materials to represent their ideas, for example pencil, crayon, pastel, paint, charcoal, textiles and clay. In Years 3, 4 and 5 sketch books show developing pencil skills, sketching and shading exercises. The effects of different grades of pencil are being explored. Clay is used effectively to produce models of Ancient Greek artefacts. In Year 6 pupils are able to produce some good observational drawings and paintings of flowers. They also use the sketchbooks to make notes on artists and their work, thus extending their knowledge and understanding further.
107. Pupils enjoy art work and have positive attitudes towards the subject. In the lesson observed in Year 2 their was a very good response to the tasks and pupils were interested and enthusiastic. They worked in a mature manner and showed increasing responsibility for their own learning, accessing materials independently and evaluating their own work.
108. Very little teaching was observed during the inspection. At the end of Key Stage 1 the teaching is very good and it enables good quality learning to take place. There were appropriate extension activities available for those who finished early, thus enabling the high attainers to build on their good basic skills. The scheme of work ensures that pupils are taught a variety of skills and learn about different artists but not enough opportunities are provided for learning about the art of different cultures. No policy for the display of pupils' work exists, although one is planned. The displays vary in quality and usefulness throughout the school. The scrutiny of pupils' work indicates that the National Curriculum requirements are met

Design and technology

109. Opportunities to observe design and technology being taught during the inspection were limited. Only two lessons were observed but additional evidence was gained from pupils' present and past work, school documentation, teachers' planning and displays in classrooms and in the resource area. This evidence shows that all pupils, including those with special educational needs, make satisfactory progress at both key stages. At the last inspection, most pupils failed to achieve the expected standards. The school was required to improve teaching expertise in design and technology and develop pupils' capability progressively throughout the school. This issue has been satisfactorily addressed.
110. Year 1 develop a sound understanding of simple mechanisms. They can design and make moving pictures, based on characters or scenes from stories or designed for use in storytelling activities. They investigate everyday products and make simple levers and sliders. They build a model adventure playground. During a lesson seen in Year 1, pupils developed their familiarity with different fastenings and their uses effectively. They recognised the simple features of familiar products and related them to their own ideas. They explored what a variety of fastenings were made of, how they worked, when they were used and why they were used. They observed closely, using pictures and words to explain differences and uses. They learnt about some more unusual fastenings, such as hooks and eyes, toggles and elastic. They made progress in recording what they had found out on a chart. Year 2 extend their joining techniques, make finger puppets and make pattern blocks to print Joseph's coat of many colours.

111. Pupils build on these experiences in Key Stage 2. Years 3 and 4 make a wooden weaving frame and weave scarves. They also learn to knit scarves. The teacher makes good links with information technology in a lesson where pupils do a tea test, and evaluate cooking utensils, healthy food and appropriate packaging. They use construction kits and explore and evaluate simple machines which are controllable. Year 5 have a good display in the resource room of packaging that they have made. On display, also, are good string puppets that they have made. They use papier mache, paper, pens, cloth, wood, string and paint. Pupils write simple evaluations of their work. Year 5 also make clay models of Tutenkhamen and Egyptian artefacts, in conjunction with their history studies. In the lesson seen in Year 6, pupils developed a design specification through drawing, planning and the use of templates. They developed good stitching skills and the ability to create a fabric picture. They produced step-by-step plans that identified the main stages in making and listed the tools, materials and processes needed. All pupils, including those with special educational needs, make good progress. They have a target sheet which they fill in. This is the child's personal target. There is also a general class target, which is set by the teacher. All pupils evaluate every piece of their work.
112. The range of topics experienced by pupils links well with other subjects of the curriculum. The progressive development of work through the school is underpinned by effective planning that identifies skills, knowledge and understanding for each area of study. As pupils move through the school, they use an increasing range of techniques, processes and resources with growing confidence.
113. Pupils' attitudes to design and technology are satisfactory and, in the lessons observed, the response of pupils was good. They listen attentively to the instructions of the teacher and enjoy the challenge of their work. They talk about their designs and what they want to achieve as an end product. They co-operate well with each other when sharing resources. They take pride in their work and sustain their enthusiasm throughout the lesson. They use resources with care and appreciate the help given to them by the class teacher, the learning support assistant and parent helpers.
114. The quality of teaching is satisfactory overall. In the small number of lessons seen, it was good at Key Stage 1 and very good at Key Stage 2. Planning is satisfactory and the clear objectives are made known to pupils. Teachers ensure that pupils are aware of any safety issues. Well-established class routines ensure that pupils settle to their work and sustain concentration, enabling teachers and other helpers to support individual pupils as they design, make and evaluate their products. Pupils' behaviour is very good. Relationships between adults and pupils are very good.
115. The scheme of work provides a clear framework for design and technology. This has improved teachers' knowledge and organisation. The range of work has significantly improved and higher standards are evident. The co-ordinator is to attend training which covers every aspect of the co-ordinator's role. It is planned to follow this with in service training for all staff, which should improve standards further.

Geography

116. It was only possible to observe one lesson at each key stage. Throughout both key

stages, pupils make good progress, showing an improvement on the previous inspection when progress was sound. Evidence obtained from curriculum planning, discussion with pupils and the co-ordinator and a scrutiny of present and past work confirm these findings.

117. Pupils in Key Stage 1 learn about the local area. They go for a school walk and note down how each area is used on a data collection sheet. They note down features in the vicinity of the school and decide what makes them special. They go for a walk around the streets, make accurate field sketches and write a description. They compare different streets that they know. In the lesson observed in Year 1, pupils learn that places vary in size. They know that they live in Thornbury, which is a town and how this compares to local cities and villages. Year 2 survey and record the variety of buildings found in a circular walk in the area. They plan the route, and compare their findings on a large scale street map. They make a list of roads, alleyways, paths, cycle tracks and dual carriageways near the school and record their findings in the form of graphs, making effective use of information technology. They study the local shops and list some of the main items sold and record the information appropriately. The emphasis in Key Stage 1 is on geographical skills, fieldwork, mapping and directions. Good use is made of maps, plans and photographs.

118. Pupils in Key Stage 2 show good recall of their knowledge and skills. They use them well and make good progress. All aspects of the National Curriculum programme of study are covered. Pupils recognise and explain patterns and variations, for example, in the weather. They establish links between different towns, areas, regions, countries and continents. Their capacity to observe and ask questions about geographical issues, to analyse evidence, draw conclusions and record findings is well developed. They use and interpret plans, maps and globes, measure distance and direction and follow routes. They develop their mapwork skills and, by the end of the key stage, they can do detailed work using Ordnance Survey maps. Years 3 and 4 make progress in understanding their own locality. They learn about Chembakolli, in India, and compare and contrast it with Thornbury. Pupils in Year 5 study Victorian Thornbury and contrast it with Thornbury today. Year 6 make good progress in understanding the water cycle and the effect of rain on soils. They are taught to hypothesise, test, observe, describe and explain. They study Thornbury on the Ordnance Survey map and record routes, habitations, bridge points on the River Severn, the flood plain and how the river affects the lives of the inhabitants nearby. They write to local businesses to learn more about drinking water and nuclear power. All pupils, including those with special educational needs, make good progress. During a week's residential visit in Devon, pupils observe and ask questions about geographical features and issues.
119. The response of pupils is good. They are particularly enthusiastic when describing visits that they have made. Year 6 have a wealth of knowledge about rivers and also about Thornbury, past and present. They respond well in discussions and put forward ideas and hypotheses confidently. They are motivated and concentrate well in written work. Their use of skills and information from across the curriculum is good. They draw on their knowledge and understanding to suggest suitable questions for study. Their behaviour is very good. They establish very good relationships with adults and with each other, and show respect for resources.
120. The quality of teaching is good overall. In the lesson observed in Year 6, it was very good. Most teaching is well planned, with learning objectives clearly identified and communicated to the children. The scheme of work is closely linked to the National Curriculum and is detailed, thus helping to ensure continuity and progression. Teaching provides opportunities for pupils to reason, compare and contrast. Teachers have appropriate expectations of pupils' abilities and usually provide challenging work for more able pupils. They place an emphasis on geographical accuracy and provide pupils with a wide range of experiences and resources to aid their geographical studies. Good use is made of CD ROMs for research purposes, particularly at the end of Key Stage 2. Time and resources are used effectively. Procedures for assessment are satisfactory and are used to inform future planning. Homework is given for research purposes.
121. The co-ordinator has only recently taken on the responsibility for geography. She monitors planning to try to ensure continuity and progression but has not, as yet, had the opportunity to monitor teaching or pupils' work. Resources are good and are managed well. Good use is made of the school grounds and the local area to further the development of geographical knowledge and skills.

History

122. The progress made at Key Stage 1 is good. Pupils are aware of generations within their own family and are beginning to understand the meaning of a timeline. They have learnt how houses have changed over the past forty years, with attention to differences in the kitchen. Pupils can identify food and objects from Victorian times and know something of the way of life.

123. The progress made at Key Stage 2 is good, and sometimes very good. Younger Key Stage 2 pupils have learnt about the Roman Invasion of Britain. They know the terms for members of the invading army, such as centurion and legion and are aware of the significance of the Roman standard. They know the difference between B.C. and A.D. and can count years back or forward on a timeline. Pupils are able to consider how they might feel as either a Celt or a Roman and describe each point of view. Pupils in Year 5 can talk about old photographs or post cards, and describe in detail clothes and artefacts from the Victorian era. They understand the difference between past and present social conditions, with special attention to the poverty of some people and the exploitation of young children during this period. Pupils have learnt about changes in architecture, the effects of industry and transport, with a particular study of the coming of the railways. They write with understanding about the cruelty and unhealthy atmosphere people were exposed to. A study of playground games in Victorian times has developed into a portrayal in dance showing a marked awareness of this aspect.
124. Year 6 pupils have learnt about the changing scene in Britain since 1930, with knowledge of the differences in living conditions and the rapid growth of modern appliances and technical aids. A study of World War Two has brought better understanding of historical events and given pupils insights into a turbulent time in our country. Pupils have written with feeling on the horrors of war and deprivation. They know terms such as Battle of Britain, Home Guard, Land Girls, trenches, war zone, evacuation and rationing. Pupils have recorded >interviews= with members of the forces returning from the war. These are well written and reveal awareness and understanding. Overall, the progress evident at the time of the previous inspection has improved.
125. Pupils sustain good concentration during lessons, they are interested in the topics and behave well. Pupils show concern for the treatment of children in the past and declare their feelings against cruelty and injustice. Pupils are keen to answer questions about their topics in history and are proud to show their work.
126. The quality of teaching observed was good, with teachers making the subject interesting. In each case the lesson was presented in a dramatic way which strongly motivated the pupils to learn. Teachers generally are encouraging and enthusiastic about the subject. They plan work carefully and link history strongly with literacy, creating fascinating themes to talk and write about.
127. The co-ordinator is very experienced in this subject and is anxious to maintain and improve the present standards. All staff are keen to continue history projects and everyone feels that the interest created provides good links across the curriculum. The co-ordinator has been able to monitor teaching until recent times, and hopes to regain this facility. The policy is sound, but is due for renewal next year. Accommodation is good. Resources are sound, with good material for the Victorian topic, videos and some computer programs. The co-ordinator stresses the importance of hands-on experience and to this end visits cover a wide range of museums. A popular excursion is to a local Victorian school museum to enact scenes from Victorian times with Key Stage 2 pupils. The school belongs to the Historical Society and the National Trust and local history is of great interest throughout. Assessment procedures for assessing pupils= work and the use of evaluation to inform future planning is sound at Key Stage

2 and is in process of development at Key Stage 1. Good use is made of the artefacts available.

Music

128. Pupils' achievement in music is satisfactory at both key stages and progress is sound at Key Stage 1 and good at Key Stage 2. By the end of Key Stage 1 pupils are able to maintain a steady beat in time to music, using clapping and tapping actions. They can use percussion instruments confidently and understand the feel of tempo/rhythm. Some pupils are able to describe movements and sounds such as clicking, scraping and shaking. They can relate the sound of one instrument with another by saying 'This one is the same as that one' or 'This one sounds like raindrops'. Pupils enjoy singing. They sing in tune and with gusto. Pupils are able to fit actions to songs and can control their bodies to move in time with the music. They enjoy musical games.
129. At the end of Key Stage 2 pupils know the meaning of dynamics and can describe it as 'controlling the level of sound'. They are able to read and write music symbols and to 'score' a composition, such as circles getting bigger and bigger, to convey a loud noise spreading. Sometimes the signs and explanations are very poetic, such as birds drawn around a sun to represent a gentle sound, 'Alike the softness of sounds in early morning'. Those pupils learning to play an instrument read music notation. Pupils learn the meaning of melody and can identify it in songs. They can describe types of sound, for example 'fast and fun' for a Caribbean calypso. They know the meaning of 'refrain' and are able to represent sound in movement when tracking recorded music. During the inspection the choir sang tunefully in assembly. A recorder/glockenspiel duet was beautifully played. Older pupils have composed a 'Rap' piece, inspired by their camping experience, and there is evidence of good recorded pupil compositions, such as 'Rain Forest'. Pupils at Key Stage 2 can keep a steady beat and they perform rhythm patterns from a grid matrix. There is knowledge of appropriate vocabulary such as chanting, exultant, crescendo, diminuendo, dramatic and calm. Pupils can list instruments with correct spelling, such as glockenspiel. There are impressive music notebooks which record pupils' objectives and successes with good music vocabulary. Pupils with special educational needs take part in lessons and make satisfactory progress in relation to targets set.
130. Pupils' response to music is good on the whole. Pupils listen well, perform with confidence, are willing to try out new ideas and show an appreciation of the ability of others. They are co-operative when working in a group and behave well. Pupils learning to play an instrument or who belong to the school choir show strong commitment to improving technique.
131. The quality of teaching observed was satisfactory at Key Stage 1 and good, or very good, at Stage 2. No teacher is a music specialist, but staff have worked hard to overcome an initial lack of confidence and manage to deliver music as an integral part of the curriculum. Teachers encourage children to perform to the best of their ability. All staff have a pleasing relationship with the pupils. Three parents train the choir at lunch-time each week. They accompany the pupils during assemblies and for concert performances. They are giving invaluable assistance to the school in this way. Children throughout the school take part in musical activities in the church and school at Christmas, a summer production and singing with other schools in the area. Older pupils sing for the elderly in the community. Pupils have listened to various live music groups performing in school, including a string quartet and brass band, together with solo performances, for example parents who play flute and guitar.

132. The music co-ordinator is new to the post and is a non-specialist although enthusiastic about music. At present she is tackling the framing of a new music policy. The co-ordinator hopes to attend a music course in the near future to gain updated information on music in the curriculum. The school uses a commercial scheme at present. A valuable and interesting project exists whereby pupils from a nearby special school integrate with a Key Stage 1 group each week for an educational and social exchange. This works well and benefits all those who take part. A small proportion of pupils have tuition once a week for guitar or violin.
133. There are no opportunities at present for the co-ordinator to monitor teaching and learning in the music curriculum, though she is willing to give advice on planning. Resources are satisfactory, although there is a limited supply of multi-cultural instruments and tuned percussion needs to be extended. Assessment procedures need to be strengthened as well as the use of evaluation to inform planning. Music appreciation is used across the key stages and is an important part of assembly and morning gatherings.

Physical education

134. During the inspection the focus was mainly on dance and gymnastics, and also on swimming which is detailed below. Pupils at Key Stages 1 and 2, including those with special educational needs, make satisfactory progress overall. In evaluating their own performance and that of others, pupils' skills are being less well developed.
135. At Key Stage 1 pupils demonstrate satisfactory ball control skills. They are confident when active and aware of their own and others movements in a limited space. The majority are able to walk and control the ball with their feet, although a number need to use their hands. In dance, pupils match their movements to the music well and follow the taped instructions effectively. They are able to interpret the movements of different animals and link these to the music played. At Key Stage 2 pupils create good imaginative movements, again to taped instructions. They demonstrate a good understanding of elements of movement and they travel using different levels and with a good awareness of space.
136. Pupils clearly enjoy physical activities and adopt a positive and enthusiastic approach. They work energetically and the majority are keen to succeed. By Year 6 most boys and girls know the basic rules of a variety of sports. Many attend extra-curricular activities including football, netball and rugby, and these are used well to further interest and skills. School teams have taken part successfully in recent inter-school competitions for football. While taking part in a rugby tournament, the school won the trophy for fair play. Pupils generally listen attentively to instructions and co-operate well in group and team activities. The younger children change quickly and independently and they listen to instructions attentively. Behaviour in lessons is good.
137. Teaching is generally satisfactory, with some examples of good practice, particularly during dance at Key Stage 2. Good subject knowledge and the imaginative use of a commercial resource, together with high expectations of pupils' involvement, promote good standards. However, too much reliance on the tape at Key Stage 1 means that the

pupils= skills are not built on effectively, although in one class the teacher told the story being used on the tape before the lesson began. This helped pupils appreciate the way their movements could build into a story. Health and safety issues are always uppermost in teachers= minds, and they ensure that the hall is as safe as possible when its multi-purpose function is taken into account.

138. The teachers plan adequately from the scheme of work. The hall, playground and good - sized playing field enable the full curriculum to be taught effectively. Resources have been improved recently and these now support the opportunities for pupils to make effective progress.

Swimming

139. The inspection of this school included a focussed view of swimming which is reported below. The standards attained by the end of Key Stage 2 are very good. In most years one hundred per cent of the pupils attain the expected National Curriculum level. The quality of the teaching is at least satisfactory and is often of good quality. It is well supported by the large number of parents who help on a voluntary basis. The pupils are taught in three ability groups by a teacher, learning support assistant, swimming instructor and the parents.
140. The support for the non-swimmers and beginners is particularly effective. They have the use of a very good learner facility at the local leisure centre and a very good ratio of adults to pupils. As they make progress they are assessed and promoted to a higher group where their skills are built on appropriately. Detailed records of individuals are not kept but regular assessments ensure that staff are aware of individuals= developing skills. The staff liaise with the pool instructors and make appropriate use of their expertise.
141. An appropriate amount of time is given to each year group at Key Stage 2 to ensure that good progress is made. The time in the water is appropriately used and the travelling time is minimal.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

142. The team consisted of 4 inspectors, including a lay inspector, who spent a total of 14 inspector days in school. The inspection team:
- ? spent approximately 56 hours observing 47 lessons and reviewing children's work
 - ? attended a sample of registration sessions
 - ? attended assemblies and a range of extra-curricular activities
 - ? had lunch with the pupils on several days
 - ? observed pupils' arrival at and departure from school
 - ? observed all teachers at least twice and most several times
 - ? had discussions with the Headteacher, teaching and non-teaching staff, the Chair of Governors and other governors
 - ? reviewed all the available written work of a representative sample of three pupils from each year group and heard these and a number of other pupils reading
 - ? held informal discussions with many pupils
 - ? analysed a large amount of documentation provided by the school both before and during the inspection, including:
 - the school prospectus;
 - school policies;
 - the governors' annual report to parents;
 - minutes of governors' meetings;
 - the school development plan;
 - subject policies and planning;
 - pupils' reports and records, including special educational needs records
 - ? held a meeting attended by 18 parents and considered 49 responses from parents to a questionnaire asking about their views of the school.

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 B Y6	147	3	29	11

Teachers and classes

Qualified teachers (YR B Y6)

Total number of qualified teachers (full-time equivalent)	7.6
Number of pupils per qualified teacher	19.4

Education support staff (YR B Y6)

Total number of education support staff	7
Total aggregate hours worked each week	76.3
Average class size:	25

Financial data

Financial year:	1998/99
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Total Income	298 522
Total Expenditure	294 302
Expenditure per pupil	1 816
Balance brought forward from previous year	45 912
Balance carried forward to next year	50 132

PARENTAL SURVEY

Number of questionnaires sent out:
 Number of questionnaires returned:

114
49

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	46.9	46.9	6.1	-	-
I would find it easy to approach the school with questions or problems to do with my child(ren)	46.9	46.9	6.1	-	-
The school handles complaints from parents well	18.4	34.7	42.9	4.1	-
The school gives me a clear understanding of what is taught	20.4	49.0	14.3	16.3	-
The school keeps me well informed about my child(ren)'s progress	26.5	53.1	18.4	2.0	-
The school enables my child(ren) to achieve a good standard of work	26.5	57.1	16.3	-	-
The school encourages children to get involved in more than just their daily lessons	22.4	49.0	20.4	8.2	-
I am satisfied with the work that my child(ren) is/are expected to do at home	20.4	55.1	18.4	6.1	-
The school's values and attitudes have a positive effect on my child(ren)	46.9	42.9	10.2	-	-
The school achieves high standards of good behaviour	49.0	42.9	6.1	2.0	-
My child(ren) like(s) school	51.0	42.9	4.1	2.0	-