

INSPECTION REPORT

CROSSWAYS JUNIOR SCHOOL

Thornbury, Bristol

LEA area: South Gloucestershire

Unique reference number: 109040

Headteacher: Mr John Mills M.Ed.

Reporting inspector: Mr Peter Laverick
22259

Dates of inspection: 14th - 18th February 2000

Inspection number: 188786

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Knapp Road Thornbury Bristol
Postcode:	BS35 2HQ
Telephone number:	01454 866 566
Fax number:	01454 866 565
Appropriate authority:	The Governing Body
Name of chair of governors:	Ms J Olivier
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
P Laverick	Registered inspector	Mathematics	What sort of school is it
		Geography	School's results and achievements
		Physical education	How well are pupils taught
			What should the school do to improve further?
J Smith	Lay inspector		How well does the school care for its pupils
			How well does the school work in partnership with parents
D Pink	Team inspector	History	How good are the curricular and other opportunities offered to pupils
		Equal opportunities	How well is the school led and managed
		Special educational needs	
M Harrison	Team inspector	Science	Pupils' attitudes, values and personal development
		Art	
		Design and technology	
B Knowles	Team inspector	English	
		Information technology	
		Music	
		Religious education	

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle
Stockport SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crossways Junior School is set in spacious grounds in the town of Thornbury, South Gloucestershire. Most of the houses surrounding the school are privately owned though there is also a council owned estate in the neighbourhood. There are 267 pupils on roll of which 124 are boys and 143 girls. The school is of an average size. Four per-cent of pupils are entitled to free school meals which is below the national average. Most of the pupils entering the school have previously attended the infant school that is on the same site. Less than three percent of the pupils are from a non-white ethnic background and there is an even smaller percentage of pupils for whom English is an additional language. There are 81 pupils on the school's register of special needs and 1.8 per-cent have statements for their needs. This is slightly above the national average. The overall level of attainment when pupils start school in Year 3 is above the national average.

HOW GOOD THE SCHOOL IS

This is a good school with very good features. The pupils achieve above average standards and the quality of learning is good. The strengths of the school greatly outweigh its weaknesses.

What the school does well

- Pupils reach well above average standards in English, and above average standards in mathematics and science.
- The overall quality of teaching is good with some excellent teaching also seen.
- The headteacher and governors provide very effective leadership and management.
- The pupils are enthusiastic and are well behaved.
- The curriculum is broad with many extra activities throughout the school.
- The school makes very good provision for pupils with special educational needs.
- It makes very good use of information technology.
- The opportunities for the social development of pupils are very good.
- It is very well supported by enthusiastic parents and the partnership with parents is a strength of the school.
- The school makes outstanding provision for pupils to learn musical instruments.
- The school provides good value for money.

What could be improved

- The monitoring role of the subject co-ordinators.
- The use of assessment data to set more challenging tasks for higher attaining pupils.
- The monitoring of attendance and registers.
- The links with the feeder infant school.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in June 1996 and school has effectively tackled most of the issues in the last report. The performance of the school has been maintained and improvements have taken place. The quality of the teaching is now higher with a significant increase in the percentage of satisfactory and better lessons. Assessment information has been efficiently collated and the documentation is of a high standard. The introduction of the literacy strategy is leading to improvements in English and there is evidence that the school is seeking to improve pupils' language skills. A clear and structured policy has been introduced to deal with bullying. Daily collective acts of worship now take place. The performance of average attaining pupils has been improved. The school has invested in extra classroom assistants and has continued to improve the provision for information technology which is now an outstanding feature of the school.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	B	A	C
mathematics	B	A	B	C
science	C	A	B	C

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

The table shows that in the last three years the school has consistently reached above average results in English and mathematics. In 1999 the results in English were well above the national average. Compared with schools similar to Crossways, this represents an average performance. The school is particularly successful in enabling lower attaining pupils to reach an average level of achievement. There is scope for extending the performance of the higher attaining pupils. Pupils reach above average standards in information technology. Their achievement in religious education is in line with those set out in the locally agreed syllabus. In swimming, many pupils reach the standard required by the end of Key Stage 2 during Year 3.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and their positive attitudes make a considerable contribution to the ethos of the school. The pupils' enthusiasm is a strength of the school.
Behaviour, in and out of classrooms	The behaviour of pupils is good. They are polite, behave well in lessons and are keen to discuss their work. Pupils maintain interest during lessons and concentrate on their tasks.
Personal development and relationships	Pupils are willing to take responsibilities and relate well to each other and adults. Pupils show a respect for the beliefs of others and their personal development is often mature and of a good standard.
Attendance	Broadly in line with the national average. The holidays taken by some pupils in term time lower the overall rates of attendance.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	n/a	n/a	Good

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

Teachers have a good understanding of all subjects and plan their lessons well. There are good relationships between the staff and pupils and teachers work hard making good use of the school's resources. Pupils with learning difficulties are well supported but more challenging tasks could be set for the able pupils. The teaching of English, including the literacy strategy, is usually good. An effective start has been made on the introduction of the numeracy strategy and the overall quality of mathematics teaching is satisfactory with some good features. The teaching and use of information technology is very good. Teaching in science lessons is also of a good standard. Overall, 98 per cent of teaching was satisfactory and better. Of these lessons, almost 20 per cent were very good or excellent. Unsatisfactory teaching amounted to two per cent. This represents a considerable improvement upon the previous inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum with a very good range of extra opportunities. These include residential visits, sport and music. Provision for the higher attaining pupils and gifted children is under developed as well as links with the local infant school.
Provision for pupils with special educational needs	The school identifies pupils' needs very well and makes very good provision for pupils with learning difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, with a particular strength in the social development of pupils. The school promotes the arts well and makes sure that pupils are aware of their cultural heritage.
How well the school cares for its pupils	Pupils are well cared for by the school which provides a happy, caring and orderly environment. However, the monitoring of attendance is unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is effective in promoting the vision of the school. He is well supported by other members of staff. There is a good team spirit and a culture of wanting to improve. The monitoring role of the co-ordinators is underdeveloped.
How well the governors fulfil their responsibilities	The governing body is very effective, well qualified and monitors the school performance well.
The school's evaluation of its performance	The school is perceptive in identifying its own strengths and weaknesses and is continually striving to improve its performance. The monitoring of the performance of boys and girls is an area for further development.
The strategic use of resources	The school makes good use of a wide range of resources and staff are well trained. Good use is made of the accommodation and effective use is made of information technology. Administration is highly efficient and the school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good quality teaching and the progress which their children make. • The approachability of the staff. • The good leadership. • The variety of ways in which the school keeps parents informed. • Their children like coming to school. • The standard of care for children. 	<ul style="list-style-type: none"> • Some parents would like to be better informed about their children's progress. • The school working more closely in partnership with parents. • A small minority thought their children were 'coasting'.

Inspection findings support parents' positive views of the school. Evidence shows that the school generally has a very good partnership with parents. The information which parents receive about their children's progress is satisfactory. There is scope for improvement in school reports. Some pupils could be set more challenging work and be expected to achieve more in some lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 The overall standard of pupils' achievements is above national expectations. In the 1999 end of key stage National Curriculum tests, the English results were well above the national average. In mathematics and science the results were above the national average. The school trend in national tests since 1996 has been well above average for English and mathematics and above average for science. The school's standards are average compared to the standards in similar schools. In 1999 the school exceeded its target for the percentage of pupils expected to reach level 4 or above by one percent in English and four percent in mathematics. The school is particularly successful in helping pupils, whose attainment on entry is below average, to reach the national standard. There is, however, evidence which suggests that higher attaining pupils do not always reach the predicted level of attainment. For example, not all pupils entering at Level 3 at the start of Key Stage 2 reach Level 5 in Year 6. There is some mobility in the pupil population but the school makes good provision for those who join the school before the end of Key Stage 2 and their progress is monitored as they move through the school.
- 2 In the different aspects of English there is considerable variation in pupils' achievements. Pupils gain high scores for reading but relatively low results for writing. This pattern reflects the attainment of pupils on entry to Key Stage 2. The school introduces pupils to a cursive style of joined handwriting and uses 'booster classes' and homework to raise standards. Pupils write with sensitivity and perception but the performance of boys declines, as they become older. In one lesson it was observed that too much time was devoted to drawing rather than writing and that the match of work for the higher attaining pupils was not sufficiently challenging. Attention to spelling was also seen to be sometimes unsatisfactory. The school places a great emphasis upon reading and uses a wide range of texts to stimulate pupils' interest, for example Walter de la Mare and James Bond. The quality of pupils' learning in reading is very good and there is a strong literacy environment in the school. Literacy is very well promoted across the curriculum for example in history and geography.
- 3 A key issue in the previous report was the need to improve pupils' skills in speaking and listening. In a number of lessons it was observed that the school now provides more opportunities for discussion and the sharing of pupils' ideas. The school successfully enters speaking competitions and maintains drama as a regular curriculum activity together with producing musicals for pupils. There is, however, still scope for improving pupils' skills in speaking in lessons as in a number of sessions pupils seemed reluctant to contribute to discussions or to express ideas orally. Pupils listen attentively, and this enables them to follow instructions and work efficiently.

- 4 In mathematics, pupils in year 6 have a good understanding of numeracy. For example, higher attaining pupils can quickly recall multiplication tables and use their knowledge to mentally calculate problems involving dozens. They have a secure understanding of the value of numbers up to and beyond 10,000. This was seen in their conversion of sterling into foreign currency. Pupils can express fractions as both decimals and percentages. In handling data pupils are beginning to show a good understanding of pie-charts and are able to explain such terms as mode, mean, range and median. Year 5 pupils show an above average skill in their knowledge of angles and use of protractors. In the analysis of pupils' work there was evidence that pupils of all levels of attainment attempted the same work. This was also observed in some lessons although teachers did usually identify two or three different attainment groups within their class. However, the challenge that was set for higher attaining pupils was sometimes too easy or for lower attaining pupils too difficult. In order to raise standards even higher, the matching of work to pupils of different levels of attainment needs to be improved. Numeracy is generally well promoted, for example in practical science lessons.
- 5 Standards in science exceed national expectations. At the end of Key Stage 2 pupils understand what a fair test is and are able to make predictions. They can carry out investigations and record their findings in a variety of ways. For example, when measuring pulse rates they can use stop watches, collect and represent data and interpret the results. Pupils have a good understanding of the human body, for example how muscles and joints function and how the digestive system works. The pupils can describe how the water cycle operates and understand about materials such as gases, liquids and solids. Pupils understand physical processes and use the correct vocabulary for example when describing types of circuits. Pupils of all abilities tend to work at the same level. Pupils with special educational needs are well supported and make very good progress in their learning. Gifted and above average pupils also make good progress but there is scope to develop this provision.
- 6 In information technology pupils are making good progress in their learning and reach a standard, which exceeds national expectations. Pupils are confident in word processing, can access files, print their own work and can create their own spreadsheets. They can gather text and pictures from a wide range of sources including the Internet. An outstanding feature is pupils' understanding of the subject including how to create a web-site. Year 6 pupils can design and make alarm systems, and model events using a variety of techniques. Since the last inspection standards have been maintained and the school has kept up to date with the development of the subject and enhanced its provision.
- 7 Standards have also been maintained in religious education and pupils' achievements are in line with the locally agreed syllabus. In art, design and technology, history, geography and physical education, the levels of achievement are in line with those expected of pupils this age. Pupils receive swimming instruction in Year 3 and a high proportion reach the nationally expected standard of being able to swim 25 metres. In the lessons observed some good opportunities to promote pupils' learning were seen in design technology, history and art. Although only one lesson in music was seen, there is evidence that the performance of pupils is above those expected for pupils of this age. No unsatisfactory progress in pupils' learning was observed with the exception of one lesson in mathematics. The overall standard of learning for pupils with special educational needs is very good.

Pupils' attitudes, values and personal development

- 8 Pupils' attitudes, values and personal development are good and are strengths of the school. They make a considerable contribution to, and reflect the ethos of the whole school.
- 9 Pupils' attitudes to school overall are good. They enjoy coming to school and are keen to participate in lessons. In circle time they display mature attitudes. Good teaching has a positive effect on this aspect of pupils' education. In lessons their attitudes, response and behaviour range from unsatisfactory to excellent, with seventy-one percent being good or better, twenty-seven per cent being sound and two per cent being unsatisfactory. In the two per cent where it was unsatisfactory, it was as a result of the teacher's management skills. This happened in a mathematics lesson. In some mathematics lessons pupils do not always attend during the introduction and they are sometimes reluctant to contribute to the lessons. Throughout the school pupils are interested in and support the range of extra curricular activities provided, including chess, science, technology and sports. Chess is particularly well supported. Pupils are pleased to discuss their work with visitors. For example, pupils in Year 5 are keen to discuss their observations of the moon and the space vehicles that they are constructing.
- 10 Pupils' behaviour is good. They are polite; for example, they stop to open doors for adults without having to be reminded and they are courteous to midday supervisors. They behave well in lessons, influenced by the teachers' good management skills. In assemblies, however, some pupils are a little restless. Only on rare occasions is pupils' behaviour inappropriate for example, one lunchtime several were playing by parked cars. Pupils work well together in pairs and groups and respect school property, for example, in a Year 3 literacy lesson when working on computers. They know what is expected of them with regard to behaviour. This is reinforced by good management by the teachers, as in a Year 6 science lesson. Because they respond to the teachers' expectations and behave well, their interest in lessons is maintained and they concentrate on their tasks. A calm atmosphere is usually engendered which has a positive effect on their learning. There were some parental concerns about bullying. However, there was no evidence of bullying or sexist or racist behaviour observed during the inspection. Pupils know who to go to if bullying was to occur. Parents, pupils and teachers were involved in the formulation of the anti-bullying policy. When pupils have particular behavioural problems action plans are worked out to address the situation, the sanction system is used and there are good links with parents through home/school books. If necessary one-to-one provision is provided by the behavioural support service. There have been three exclusions over the past year. These are only carried out when there is no alternative, or after the sanction procedures have been worked through and have not encouraged pupils to behave appropriately.

- 11 Pupils' personal development is good. They take on responsibilities willingly, including cloakroom duties, helping in the library, the dining room and being monitors for lunch crates. All pupils, including those with special educational needs, are included and supported if necessary to carry out monitoring tasks. Pupils are encouraged to think about other people and the effects that their attitudes and behaviour have on others. Many assemblies address this. Pupils show respect for beliefs or religious practices which are different from their own. A good example of this occurred during a Year 6 religious education lesson when pupils were discussing the ceremony of baptism and total immersion in the Baptist Church. Older pupils help younger pupils as when using the buddy system where Year 5 pupils help Year 2 pupils in an induction programme. They are proud of their work and the school helps to celebrate it through newsletters.
- 12 Since the previous inspection, an effective clear structured anti-bullying policy has been put in place. Many opportunities are provided for pupils to take responsibility and there is clear guidance on monitoring duties. More classroom assistants have been appointed and midday supervision has improved. The teaching of acceptable behaviour is interwoven in the collective worship programme. There were some concerns about supervision before school, but it is made clear to parents that the school day starts at 8.40 am and pupils should only be on the premises from that time, when supervision is in place.
- 13 Attendance is broadly satisfactory. Pupils enjoy coming to school and punctuality is good. However, the attendance rate for the last school year was slightly below the national average. Reasons for absence include holidays taken in term time, illness and the mobility of a few pupils. The school prospectus contains instructions to parents on the notification of absence and parents are regularly reminded of the disruption caused to their children's education by breaks taken in term time.

HOW WELL ARE PUPILS TAUGHT?

- 14 The school provides a good standard of teaching. Of the lessons observed 98 per cent were satisfactory or better. Almost half of the lessons were good and 16 per cent very good and 3 per cent excellent. The very small amount of unsatisfactory teaching amounted to 2 per cent. This represents a considerable improvement on the standard reported in the previous inspection.

- 15 Teachers have a good understanding of the subjects of the National Curriculum and religious education. A feature in a significant number of lessons is the teachers' effective use of information technology as seen, for example, in a Year 6 mathematics lesson on data handling. The school has worked hard to implement efficiently the national strategies for literacy and numeracy. Teachers in Year 3 are particularly skilled in developing pupils' handwriting because a significant number of pupils start school without a cursive joined-up style of writing. Teachers' lesson plans usually show clear objectives and strategies for achieving the goals of the lessons. The objectives are shared with the pupils which gives them a good understanding of what is expected and an ability to gauge their own progress. In the plenary part of the lessons, teachers often confirm the achievement of targets with the pupils. Teachers' plans often indicate how the activities of lessons will be matched to the attainment levels of groups of pupils. This is particularly effective for the lower attaining pupils but teachers' expectations for higher attaining pupils are sometimes not sufficiently challenging. This does restrict the potential for developing pupils' intellectual capacity. The pace of pupils' learning is frequently appropriate for middle and lower attaining pupils but rather slow for others. This finding does confirm comments made during the parents' meeting held before the inspection where a few parents felt that their children were allowed to 'coast' and showed a 'lack of interest' in their learning.
- 16 A feature of the teaching methods used by the school is the range of strategies for the organisation of classes into groups or sets for literacy and numeracy. Parents expressed appreciation of 'booster groups' which consolidate pupils' learning, for example in fractions. There is some evidence to suggest that when pupils are set into groups according to their levels of attainment, the standard of teaching is better and pupils make more progress in their learning. Examples of this were seen in Year 4 and 5 mathematics lessons where teachers were effective in meeting the group and individual needs of the pupils.
- 17 In almost all lessons teachers control pupils well and have positive relationships with the class. Teachers are firmly insistent upon pupils listening and watching demonstrations. For example, in an excellent science lesson, the teacher's management skills ensured that all pupils were attentive and focussing on the activity. In a few lessons, where this approach was less rigorous, pupils' concentration was not maintained at a sufficiently high level. In a physical education lesson, some pupils were allowed to sit in a rather casual posture and not pay full attention to instructions. This was also seen in a Year 4 mathematics lesson and the resulting outcomes of the lesson and pupils' attitudes were not satisfactory.
- 18 Lessons usually start promptly and teachers are well organised with resources often packed in bags and readily available for pupils. This efficient organisation helps lessons to run smoothly and makes good use of the time available for learning. A particular feature of many lessons is the teachers' effective use of overhead projectors. Examples were seen in a literacy lesson on syllables and a mathematics lesson on the use of a protractor. This strategy helps to focus pupils' attention and also gives all pupils a clear view of what is taking place. Most teachers make good use of the classroom support assistants who are well organised and effective in supporting pupils in their learning. For example, in working alongside pupils who have specific learning difficulties or whose concentration levels are weak.

- 19 Teachers are hardworking and plan effectively together with their colleagues. This ensures that when pupils are set, or a different teacher takes groups or a class, as in a 'job share', situation where there is continuity and progression in pupils' learning. Teachers mark pupils' work conscientiously and there are some good examples of teachers writing comments on pupils' work which give clear guidance on how future improvement could be made. The variations in the way teachers mark means that this good practice is not seen in every class. Teachers keep detailed records of pupils' achievements and clearly spend a considerable time compiling this data. However, this information is not always used to set challenging targets for pupils especially those of an above average level of attainment including gifted children. This does result in some potential Level 5 pupils not reaching the expected standard and the school's results being average when compared with those of similar schools. Homework is set but there is variation in the quality and amount. Most parents are satisfied with the amount and feel that their children are well prepared for secondary schools. However, there is scope for the use of homework to raise standards even higher.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

- 20 The quality and range of learning opportunities is good for all pupils. There are good opportunities provided to boost the achievement of pupils in reading in Years 3, 4 and 5. The time allocation for science is below that recommended, but this does not impinge on standards of achievement. The school offers the breadth and balance of the national curriculum but also offers many extra opportunities for the pupils. These include a very good range of extra curricular clubs – chess, football, recorders, choir – but also opportunities to take part in competitions and events – sport, music, art and public speaking - in the local community. There are also opportunities for pupils to take part in performance and drama in school productions. This provision has been maintained since the last inspection.
- 21 The school provides good access to the curriculum for most pupils. Pupils with special educational needs are generally very well provided for. Some pupils receive outside help to support their learning; others receive extra support in booster classes for literacy and small group support in numeracy. The school identifies the needs of its least able pupils very well, provides them with appropriate support and tracks their progress. However, although the school monitors the progress of boys and girls there are insufficient teaching strategies to address the relative underperformance of boys in writing by the age of eleven and the relative underperformance of girls in maths. Whilst the needs of the more able pupils are addressed in English, there are areas where this group is not receiving its curriculum entitlement. Whilst the school again has attempted to meet the needs of gifted pupils this provision is unsatisfactory.
- 22 The range of extra-curricular activities is good. There is a wide range of clubs within the school. Pupils have the opportunity to join the choir, orchestra and recorder group; play football, rugby and netball; and join a literary or chess club. The curricular links provided by the school's direct involvement in the community provides a rich diet of educational experiences. Pupils have recently taken part in a local public speaking contest, with some success. They take part in local music festivals as well as sports tournaments.

- 23 The provision for personal, social and health education is effective. Personal and social education is a strong feature of the school and this provision is good. Pupils are encouraged in assemblies to think about themselves and others and these themes are continued into circle time. The provision for sex education is satisfactory but the provision for teaching about substance misuse is underdeveloped.
- 24 The links that the school has with partner institutions is satisfactory. Links with the local secondary schools, to which most of the pupils go, is good. There are opportunities for pupils to visit these schools and for the transfer of pupil information. The special needs co-ordinator liaises successfully with the feeder secondary schools. There is scope for further development regarding links with feeder infant schools which the school is trying to achieve. For example, two areas where further liaison would be beneficial are the development of writing skills and identification of pupils with special educational needs. The school does maintain good links the support services.
- 25 The school meets statutory requirements including the provision of a daily act of collective worship. Since the previous inspection this aspect of the school has been improved and the whole school assembly is of a good quality with pupils taking an active part.
- 26 The cultivation of pupils' spiritual, moral, social and cultural development is good. Pupils' spiritual development is satisfactory. In religious education pupils are encouraged to reflect upon the special nature of the synagogue to those of the Jewish faith, and they sense the wonder of nature in their geographical studies of the Rainforest. They sense, in art, the wonder in painting whether in the work of Cézanne or in work of their own peers. Moral development is good. Pupils are clear about expectations of behaviour and conduct towards each other. In circle time pupils discuss issues. In assemblies pupils are encouraged to reflect upon themselves and how they relate to others. The social development of pupils is very good. Pupils relate well to each other and to adults. They are opportunities for this in paired working in lessons, in the use and management of the computers and in the co-operate learning in physical education and drama. The provision of cultural development is good. Pupils study the work of Western artists and movements– Cézanne in Year 3, "Pop Art" in Year 6. There are displays of modern paintings around the school. There are opportunities in music in lessons, assemblies and in school performances to be aware of the musical heritage. In Religious Education pupils are encouraged to explore the world religions and become very knowledgeable about the symbolism and ceremonies of these religions. Reading texts in the school libraries give opportunities to explore Britain as a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 27 The school provides a happy, caring and orderly environment. Relationships throughout the school are good. Teachers know pupils well and pupils are confident about approaching their teachers or other members of staff if they are worried or upset. Parents value the good care which the school takes of their children and express satisfaction with the good pastoral arrangements for transfer from the infant school and also to the secondary school. Supervision at the midday break is good. Midday supervisors are currently working towards a national accreditation and this is assisting them in their work.

- 28 The school has effective procedures for ensuring pupils' safety. There is good regard for safety within the curriculum. The school carries out annual risk assessments of the premises. There are sufficient staff with first aid qualifications and the school ensures that their training is kept up to date. The school has effective child protection procedures which are known by all staff. There are some health and safety concerns. The fencing around the pond is inadequate and there is no warning sign. The amount of traffic around the entrance of the school at the beginning and end of the school day is dangerous to children of both infant and junior schools. The school is very concerned about this.
- 29 The school has effective procedures for promoting good behaviour. Teachers have clear and consistent expectations of good behaviour. There is an effective reward system which helps to motivate pupils to work hard and behave well. In the case of the few pupils who have behavioural difficulties the school works closely with parents and uses an appropriate range of strategies to tackle the poor behaviour.
- 30 The last inspection report noted that the school needed to take a more structured approach to bullying. The school has responded well by reviewing its policy and it now has clear and effective procedures for dealing with the rare incidents of bullying which occur. An important part of the school's anti-bullying strategy is the way in which it successfully encourages pupils to be aware of the feelings of others through such means as circle time, assemblies, role play, and personal and social education lessons.
- 31 Since the last inspection, which was critical of assessment and monitoring procedures, the school has undertaken a comprehensive review of assessment procedures and these are now good for English, mathematics and science. The results of regular English and maths tests together with Key Stage 1 national tests are used to set appropriate targets for all pupils and test results are carefully analysed to track pupils' progress as they move through the school against their individual targets. Assessment data is used effectively to organise teaching groups. It is also used to identify pupils who need extra support in reading, writing or mathematics including participation in booster classes and these have been very effective in raising achievement.
- 32 Pupils all have individual profiles which celebrate their achievements. After the summer tests, pupils are involved in the setting of three precise targets which form part of the transfer information between classes. This is a helpful practice. Class teachers keep record files which track pupils' progress through the national curriculum in mathematics and English but this data is not yet being used in a consistent and targeted manner throughout the school to inform teaching and to raise the achievement of all pupils. Although assessment data is used to monitor the difference in girls' and boys' progress it is not being used to devise appropriate strategies to promote progress where there is significant gender difference in performance, particularly in the case of the under performance of boys in writing.

- 33 Monitoring of pupils' attendance is unsatisfactory. The school prospectus contains clear instruction to parents about the notification of absence and the importance of regular attendance. Parents appreciate the way in which the school speedily notifies the parents of children who walk to school by themselves if they fail to arrive. Registers are checked by the education welfare officer but they are not being checked by the school. The school's procedures for recording absence are unsatisfactory and do not meet statutory requirements. Coding is inconsistent and in some registers reasons for absence have not been coded for the previous term. Annual written reports to parents do not contain a correct record of attendance.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 34 The very effective partnership which exists between school and parents is a strength of the school. The parents' questionnaire confirms parents' very positive views of the school and their appreciation of the good progress their children make. The questionnaire indicates that a very small number of parents are dissatisfied with some aspects of the school's partnership with them. This appears to be partly caused by some parents' concern about the quality and amount of information they received when the school was experiencing staffing problems last year. These problems have now been resolved and all the evidence points to communication being very good between school and parents.
- 35 Parents value the approachability and helpfulness of teachers. They value the way the school keeps them informed if they have concerns about their children, if their children are receiving extra help or if their child receives a certificate of excellence. The school is responsive to parents' suggestions, for example it facilitated the popular computer course run by parents for parents. The school shows its willingness to accommodate itself to parents' work commitments by putting on class assemblies in the evening so that more parents can attend.
- 36 Parents are provided with a wide ranging amount of information. They receive regular informative newsletters and the annual governors' report to parents is full and informative. At the beginning of each school year there are meetings for parents when the class teachers tell them about the curriculum to be covered for the year. In addition to the three annual parents' evenings the school holds regular well attended open evenings which enable parents to look at children's work. Other meetings valued by parents include meetings held for parents of new pupils and for parents of Year 6 pupils on transfer arrangements and other matters.
- 37 Annual written reports to parents contain clear information on pupils' levels of attainment and on their strengths and weaknesses in reading, writing and mathematics. Most reports contain useful and specific targets for improvement in mathematics and English although targets are less consistently provided for higher attaining pupils. Comments on subjects which are not part of the core curriculum are very brief and describe what pupils have done rather than the progress they have made. Pupil profiles are another useful means of providing parents with evidence of the progress their children make over time.

- 38 Numerous parents provide help for the school. Parents help in classes throughout the school with many different activities including hearing readers. Good guidance is given on hearing children read and the school particularly values the skilled help provided by parents in this way. Parents also help with visits, swimming, netball and football. In a swimming class for Year 3 the skilful help provided by four parents, one of whom is a swimming specialist, made an important contribution to pupils' progress. There is a thriving Friends of Crossways Junior School association which holds well-attended social and fund-raising events and the useful sums of money raised are spent on extra resources for the school. Most parents support the school's homework policy. Homework books provide parents with information on what pupils should be doing and when. In all these varied ways the very good partnership which exists between home and school makes a significant impact on pupils' progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 39 The headteacher provides very good leadership and is effective in promoting the vision of the school to other members of staff and the pupils. The governing body is very effective in fulfilling its responsibilities. The governors have a good knowledge of the school and are effective in working with the headteacher to provide and guide the vision of the school. There is a common sense of purpose in the school, which has a direct impact on the quality of pupils' learning. The headteacher delegates responsibilities to the deputy and co-ordinators, who all work together as a team. The high standard of leadership by the governors and headteacher has been maintained since the last inspection.
- 40 The overall management of the school is good. The headteacher manages communication within the school and to most parents well. There is a clear policy of promoting learning for all members of the school community. It is strongly committed to the principle of Investors in People and within the last term has been reaccredited with this award. The school is committed to promoting high standards of achievement, which it measures not only by national test results but also in the involvement of pupils in a wide range of artistic, sporting, and cultural activities.
- 41 The headteacher regularly monitors the quality of teaching and pupils' performance. The data collected on pupils' performance is used to set learning targets for all pupils. The headteacher delegates curricular responsibilities to subject and phase co-ordinators. Their roles in monitoring curriculum provision, teaching and standards of attainment are underdeveloped. This means that although the school collects data on the differing performance of pupils by ability and gender, it is only at an early stage of using the information to enhance pupils' performance.
- 42 The governors monitor the school's performance very well. They monitor the whole school curriculum which includes national test results but also the range of extra activities that pupils within the school are involved in. They are active in promoting a broad and balanced education, which includes more than just success in the national tests. The governors, many of whom are highly qualified in their professional fields, carefully monitor and evaluate their spending decisions to the best advantage of the school. The governors are aware of the strengths and weaknesses of the school and these are reflected in the carefully drawn up development plan. Governors make regular planned visits to observe classroom practice and staff are allocated non-contact time to meet with them.

- 43 Careful financial planning supports educational priorities, identified in the school's development plan, very well. There is careful financial planning which is targeted at specific areas of pupils' learning. Spending has been targeted at boosting literacy and numeracy in all year groups. The governors also build up money in the budget over a number of years for larger projects. Initially there was a saving for information technology equipment. However, as this funding subsequently came from another source the governors used it on a future priority, which was to increase the number of classroom assistants. This was to boost the provision for lower attaining pupils and so raise standards of pupils learning. Specific funding for school improvement and special educational needs is targeted appropriately.
- 44 The financial administration of the school is very good. There are good systems for monitoring and reporting spending and effective use of information technology. These efficient systems well support the smooth running of the school and support the effectiveness of pupils' learning.
- 45 The school's aims are encapsulated in their vision statement "Learning for Life" and this is extended to all people in the school. For example, the governors have undergone training to be more effective in their role and the headteacher is continuing his professional development. There is a culture of staff development in which teachers are encouraged to develop professionally within their posts, new staff are mentored in their first year and non-teaching staff – school secretary, classroom assistant, mid-day supervisors are encouraged and supported to seek qualifications. The governors have also organised information technology training for parents. This creates a good and effective learning community, which supports the learning of pupils.
- 46 The effective strategic spending, the emphasis of the "learning community" and the recent appointment of key staff in three core subjects ensure that the learning opportunities for pupils are increased. In many areas of the curriculum there is a good provision of resources. The accommodation, including the outdoor facilities, makes a positive impact upon learning. The library is an attractive and well used feature of the school. The school is efficient in gaining access to loan services and using other resources for learning such as the local environment. Taking into account the standard of pupils' attainment, the quality of provision and the funding which the school receives, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and improve the quality of education, the headteacher, governors and staff should:

- i) use the school's assessment data to: (paragraphs 4,5, 15,19, 21, 32,41,)
 - * to raise the achievement of all pupils
 - * set challenging targets for the higher attaining and gifted pupils;
 - * to monitor the progress of boys and girls and take steps to tackle any weakness in their performance;

- ii) develop the role of the subject co-ordinators by: (paragraph 41, 54,66)
 - * using the expertise of the headteacher to train staff in making classroom observations on the quality of teaching and learning;
 - * providing more opportunities for other members of staff to make lesson observations;
 - * using the observations to identify strengths and weaknesses in the teaching and sharing the good practice;
 - * increasing the role of the co-ordinator in raising standards and setting targets;

- iii) take immediate action to ensure that all attendance registers are correctly completed and that there is regular checking of these records. Include attendance in the pupils' reports. (paragraph 33)

- iv) strengthen the existing links with the local infant school to further improve continuity and progression in pupils' learning. (paragraph 24)

Other areas indicated within the report include attention to safety issues that were drawn to the attention of the school during the inspection. (paragraph 28) The school may also wish to take into account the variable quality of teachers' marking of pupils' work and the setting of homework.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3%	16%	48%	32%	2%	0%	0%

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	267
Number of full-time pupils eligible for free school meals	n/a	11

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	n/a	5
Number of pupils on the school's special educational needs register	n/a	81

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	2.9
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	33	35	68

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	29	29
	Girls	28	29	30
	Total	55	58	59
Percentage of pupils at NC level 4 or above	School	81	85	87
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	31	30
	Girls	30	27	31
	Total	60	58	61
Percentage of pupils at NC level 4 or above	School	88	85	90
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	1
Black – other	
Indian	
Pakistani	3
Bangladeshi	
Chinese	1
White	263
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	10.7
Number of pupils per qualified teacher	24.9
Average class size	33.4

Education support staff: Y3 – Y6

Total number of education support staff	13
Total aggregate hours worked per week	126.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
--------------------------------	-----

FTE means full-time equivalent.

Financial information

Financial year	1998/99
----------------	---------

	£
Total income	384,857.00
Total expenditure	400,421.00
Expenditure per pupil	1,483.00
Balance brought forward from previous year	31,917.00
Balance carried forward to next year	16,353.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	269
Number of questionnaires returned	147

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	46	3	1	0
My child is making good progress in school.	39	52	3	3	3
Behaviour in the school is good.	37	52	9	1	1
My child gets the right amount of work to do at home.	25	67	7	1	1
The teaching is good.	40	52	5	0	3
I am kept well informed about how my child is getting on.	24	56	15	3	1
I would feel comfortable about approaching the school with questions or a problem.	59	32	7	2	0
The school expects my child to work hard and achieve his or her best.	59	41	0	1	0
The school works closely with parents.	37	42	16	2	3
The school is well led and managed.	50	42	3	4	1
The school is helping my child become mature and responsible.	39	52	5	1	2
The school provides an interesting range of activities outside lessons.	34	54	8	3	1

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

- 47 Results of national tests in 1999 show pupils' attainment in English at Key Stage 2 to be well above the national average and broadly in line compared to similar schools, with 81 per cent achieving level 4 or above. The percentage reaching the higher levels in English was above the national average and close to the average for similar schools. In teacher assessments, the percentage of pupils reaching level 4 or above was well above the national average and the percentage of pupils reaching the higher level, was well above the national average. The performance of pupils in English over the last three years was well above the national average. The performance of boys over that time was well above and the performance of girls was above the national average. There is a marked variation between the different elements of English with a very high score for reading but a comparatively low score for writing.
- 48 Throughout the school, the pupils are learning well in relation to their speaking and listening skills. There are good opportunities for them to respond in question and answer sessions in lessons, especially in guided reading groups. An issue identified in the previous report was the need for more opportunities for pupils to engage in discussions. Since that time, the literacy strategy has been implemented and collaborative group work enables further development of speaking skills. Other activities to promote pupils' skills in oracy include entering speaking competitions, simulated drama in history and extra-curricular drama sessions. Despite the many opportunities provided in lessons there are still occasions when pupils are reluctant to make oral contributions or speak up with confidence.
- 49 A high percentage of pupils enter Year 3 with a low average level of writing. The school makes a substantial effort to improve the standard, for example by booster groups and homework packs. As they move through the key stage pupils' writing becomes more confident and learning is satisfactory. Pupils write in different genres and for different audiences, and have the opportunity to write for a wide range of varied purposes, including poetry and brainstorming ideas. Writing is often drafted before being finally presented and writing is considered a process rather than a product. Formal skills are taught, including punctuation and grammar. There is a noticeable decline in boys' interest in writing. This was also seen in the writing in history lessons. Under the guidance of the literacy co-ordinator, the school is taking steps to tackle this issue. The school provides plenty of scope for pupils to develop their writing skills by use of word processing but occasionally the opportunities are missed. For example, in one lesson a great deal of time was devoted to drawing when the time was designated for writing. Pupils are competent in using dictionaries when writing but spelling remains weak. For example by the end of the key stage words such as February, Saturday and "are" for "our", are being spelt wrongly. Presentation skills are gradually established and by the end of Key Stage 2 written work is neat and well presented. This has been enhanced by the use of word-processing skills. However, handwriting skills, which are weak when pupils enter the school, are sometimes unsatisfactory because of the position in which pupils hold their pencils.

- 50 Learning in reading is very good and well supported by the school's approach to teaching of reading skills. Pupils enter the school with a good level of achievement, for example, 44 per cent of the intake had reached level 3 in reading. The literacy hour with its guided reading opportunities is well used and there are many cross-curricular opportunities to reinforce reading. Great emphasis is placed on books, there being a well stocked school library and class libraries. Books, fiction and non-fiction, have a high profile and are read for enjoyment and also to extract information to support their writing. This strongly literate environment is enhanced by competitions arranged, for example, for the Year of Reading by the Harry Potter Club, an extra curricular opportunity; by book week competitions as well as excellent choices of text for literacy hour. James Bond's 'Goldfinger', 'The Traveller', and the poem of Walter de la Mare, were the texts used by Year 6 and Year 5 in inspection week to whet the appetite of pupils to read more.
- 51 The quality of teaching ranges from excellent to satisfactory. Overall the standard is good. Six per cent of lessons were excellent, 12 per cent very good, 59 per cent good and 23 per cent satisfactory. Teachers have a secure knowledge and understanding of the subject and provide good models of oral and written language. One very good example was when a teacher composed an excellent paragraph in front of the pupils. Teachers' planning is detailed, parallel classes usually working on similar themes. Timing of the parts of literacy hour sometimes did not allow sufficient time for all sections planned for the lesson and the plenary sessions did not contribute sufficiently effectively to pupils' learning. Planning is well prepared and the achievement of pupils recorded. Differentiated work was set for some different ability groups. In other classes the work was differentiated by its outcome. Teachers have satisfactory expectations of their pupils' performance. The teachers value pupils' work and good use is made of the opportunities for pupils to read their work aloud to promote discussion. Marking of written work is varied. There is some excellent marking at the end of the key stage with an identification of targets, conveying high expectations and clear guidance to the pupils about how they might develop or improve their efforts. This was particularly effective in raising the standards achieved. This standard of intervention by teachers was not evident in all classes. Pupils are frequently involved in group work but they are also capable of more independent study and research. Pupils with special educational needs receive excellent support. In order to work effectively in groups, good use is made of classroom assistants. Homework is given and is used to extend learning in class. For example story planning, a character study and comprehension were cited as examples of Year 6 homework.
- 52 An excellent feature is the provision of a trained librarian who works across the school on three afternoons a week. Amongst other aspects of her work, she introduces the library system to the younger pupils. There is a computerised system of borrowing which the pupils enjoy using. Special needs pupils are helped in appropriate ways during library sessions. There are literacy boost sessions for pupils throughout the school especially at Year 6. Through the splitting of both Year 3 classes into three or four groups, teachers are able to give individual help. The Additional Literacy Scheme is also being used effectively.
- 53 Resources are well organised and there is a good supply of small white boards for group work. New books for guided reading have been added this year. Library books are well used but of an attractive standard. Writers and poets make occasional visits to the school.

- 54 The English co-ordinator has been in post since 1998 and provides good leadership and management for the subject. With support from the local authority the literacy strategy has been monitored, and target setting reviewed. The monitoring of teaching is mainly undertaken by the headteacher and this aspect of the co-ordinator's role is underdeveloped. Effective training has been provided for classroom assistants in the use of guided reading and spelling strategies. The co-ordinator has been pro-active in devising books for parents, for example, "Help your child to read" and "Write at home." The literacy governor has an active role. Literacy is well promoted in other areas of the curriculum for example in history where pupils' compile biographies. Information technology is well used to support the development of literacy.

MATHEMATICS

- 55 The school's results in the 1999 end of key stage National Curriculum tests were above the national average. The percentage of pupils reaching the higher levels was also above average. This performance is broadly in line with those of similar schools. The school has been awarded the Basic Skills Quality Mark which includes its standard in mathematics.
- 56 The inspection findings show that pupils are working above the level expected for pupils of this age and the number of pupils at this level is above the national average. This is due to the standard at which the pupils enter the school and the ability of teachers to maintain most pupils' progress. Standards since the last inspection have continued to rise and in 1998 were considerably above the national trend.
- 57 At the end of Key Stage 2 most pupils have a good recall of multiplication tables. A few are not confident when reciting the 8 times table. Higher attaining pupils are confident in working with 12's and can use their knowledge to solve mental arithmetic problems. Pupils show an understanding of percentages, decimals and fractions and the relationship between these numerical expressions. Pupils have a good understanding of the meaning of statistical terms such as mean, median, mode and range and are able to explain the principles of probability by giving sensible examples. Most pupils are able to solve problems relating to converting currency and draw line graphs to represent the data. Pupils are developing skills in the interpretation of pie charts and plotting co-ordinates in all four quadrants of a graph.
- 58 A high proportion of pupils in Year 5 achieve standards which are in line or above those set out in the National Numeracy Strategy. For example, most pupils can recognise an acute and obtuse angle, higher attaining pupils can calculate that five minutes rotation is equivalent to 30 degrees and can work out angles on a straight line. Pupils are becoming accurate in their use of protractors. Lower attaining pupils are generally working at an above-average level of attainment, for example in being able to understand percentages as the number of parts in every 100 and express simple fractions in a percentage form. There is some evidence of higher attaining pupils working at a level that fully challenges their capabilities but there is scope for further development.
- 59 In Years 3 and 4 there is also evidence that the matching of work to individual pupils' levels of attainment is not always sufficiently demanding, especially for higher attaining pupils. The work of these pupils show that they have understood the value of numbers up to 10,000 and can round numbers to the nearest 100.

- 60 They can divide amounts of money by 4 and 6 and calculate the area of shapes by counting squares. The work of the average and sometimes the lower attaining pupils, is often the same as the cited examples of the higher attainers. This results in many pupils reaching the average level of achievement but the percentage of pupils reaching above this level is less than could be expected. There is evidence that some pupils in an extra-curricular club are fully challenged by the mathematical activities. Year 3 pupils are secure in their mental recall of multiplication facts for 2, 5, and 10 times tables. In the lessons observed, higher attaining pupils sometimes were not always fully challenged in their number work.
- 61 Pupils respond well to the subject and show an interest and enthusiasm for mathematics. For example, in a Year 6 lesson a pupil said, "let's go!" when the teacher had ensured that pupils had understood a method for adding eight to numbers. Pupils listen well when there are demonstrations, for example in how to use a protractor. However, some pupils can become restless when teachers try to make sure that all pupils understand or when there is an unsuitable level of challenge. This was particularly evident in lessons where there was a wide range in the level of attainment of pupils' attainment. There is an inconsistency in pupils' willingness to participate in oral parts of lessons. For example in a Year 6 lesson dealing with conversion graphs, few pupils responded to the teacher's questions. Compared with this, lower attaining pupils in a small Year 5 group, were eager to say what they understood about angles and responded well to the teacher's requests. In many lessons opportunities are provided where pupils are required to work together. For example, in Year 3 pupils played a number game and co-operated well with each other. In other lessons when working together on a computer activity, pupils were sensible and shared ideas and resources. On the rare occasion when pupils' behaviour and attitudes were not satisfactory, it was due to the teacher's lack of firm control and poor directions on how pupils were to tackle the work.
- 62 The standard of teaching varies between good and unsatisfactory. Forty per cent of lessons are good, 50 per cent satisfactory, and 10 per cent unsatisfactory. Two lessons for pupils with special educational needs were observed and these were both good. Overall teaching is satisfactory. Teachers generally have a clear understanding of the subject and are making good progress in implementing the National Numeracy Strategy. Lessons are well planned and have clear objectives which teachers share with the pupils. In some lessons the oral introduction presents a good challenge to pupils and helps to develop their mental abilities in working with numbers. A good link between this activity and the main part of the lesson was made in a Year 5 class when the teacher used the number 90 as a focus for addition and subtraction which was later related to calculating angles on a straight line. However, not all lessons included a lively mental maths session and pupils were not always involved for sufficient length of time.

- 63 Teachers' planning shows how they are meeting the needs of groups of pupils of different levels of attainment. They are most successful in supporting the lower attaining pupils and those of average ability. This has resulted in a high percentage of pupils reaching the national standard expected for 11-year-old pupils. However, there is scope for more pupils of an above average level of attainment to reach higher standards. This is apparent when the school's results are compared with those that are similar. The school's results are broadly in line but not all pupils whose Key Stage 1 results suggest them to be reaching Level 5 in 1999, were successful in reaching this goal. From the evidence seen during the inspection, one reason for this result is that higher attaining pupils are not always sufficiently challenged. In the analysis of pupils' work it could be seen that these pupils spent time tackling work which they could do easily and only on completion of this was extension work set. This method of promoting higher attaining pupils' results in their making progress, which is sometimes too slow. Within each class there is a wide range in the levels of attainment. The school has adopted a number of strategies to meet this challenge. Pupils tend to make better progress when set into ability groups and the teaching is more closely focussed to the needs of the group rather than a class of diverse levels of attainment. An example of this was seen in a Year 5 lesson for pupils of below average attainment. In this session the teacher was able to give good support to individual pupils as well as provide appropriate teaching for the whole group. Pupils in this session made good progress in developing a more secure understanding of angles, degrees and how to use a protractor.
- 64 Teachers have positive relationships with their pupils and usually ensure that there is a good standard of behaviour. In the one unsatisfactory lesson, a significant minority of pupils were inattentive and displayed a lack of concentration and willingness to comply with the teacher's requests. When this class was organised into ability sets later in the week, a far better lesson was seen in which pupils made good progress and achieved higher standards in number work. Teachers make very good use of overhead projectors for example, in showing pupils how to read protractors or to read conversion graphs. In lessons where classroom support assistants were available, the teachers deployed this support in an efficient manner. In some lessons teachers make efficient use of computer programs to enable pupils to develop their understanding of the subject. An excellent example was seen in a Year 6 class where pupils were provided with an opportunity to undertake a simulated traffic survey in two different locations and compare the results. Teachers usually have interesting displays relating to the subject in the classrooms. For example, in Year 3, how numbers can be added together.
- 65 Teachers have detailed records of pupils' performance. A more effective use could be made of this assessment data in order to ensure that higher attaining pupils are fully challenged and making adequate progress. Homework is set and there are some examples where it is productive in raising standards of achievement. However, there is some inconsistency in the amount and use of homework that is set for various classes.

- 66 The co-ordinator has made an effective start in developing the management role of the subject. She is well supported by the headteacher, for example in the provision of staff training for the numeracy strategy. Adequate resources including library material have been purchased and the co-ordinator has produced an 'At home with maths' handbook. Assessment details are used to monitor the placement of pupils into groups and the monitoring of both the teaching and the school's performance in national tests is undertaken by the headteacher. This aspect has scope for further development and the co-ordinator's role is therefore underdeveloped. Numeracy is effectively developed in other areas of the curriculum, a good example was seen in a science lesson relating to measuring pulse rates.

SCIENCE

- 67 At the end of Key Stage 2, in 1999, the National Curriculum test results in science show that pupils' attainment exceeded the national average. Evidence from the inspection indicates that pupils in Year 6 are reaching this standard.
- 68 No science lessons were observed in Year 3 during the inspection.
- 69 By the end of Key Stage 2 pupils carry out tests on pulse rates before and after exercises. They record their results and know that if you exercise your pulse rate goes up, and if you rest it goes down. They make predictions and are able to suggest exercises that they might carry out to obtain their results. They collect data on repeated observations and discuss a variety of ways of recording. Pupils understand what a fair test is. They suggest appropriate titles for columns on a spreadsheet in which they will record their results. They count pulse rate for fifteen seconds using a stopwatch and use their mathematical skills to find out how many that is per minute and they record and interpret their results. When working on light and reflection, pupils know that light travels in a straight line. When carrying out revision, pupils demonstrate knowledge and understanding of materials. They know that things are solids, liquids or gases and can relate properties of materials to their uses, for example, certain fabrics that are good insulators and they know why they are good insulators. They can describe the water cycle and know that evaporation and condensation in the cycle are reversible. Analysis of their work indicates that they understand the process of digestion. They know how muscles and joints work to allow movement. They understand circuits and use correct vocabulary, for example, parallel and series when describing types of circuits. They show an understanding of electrical conductivity. Higher attaining, average attaining and lower attaining pupils are working at similar levels. Pupils with special educational needs and those with English as an additional language make very good progress in science. This is because all work is planned so that pupils achieve an average or above average level and they have added adult support if necessary. Gifted pupils make good progress in the present topic. Pupils, when working on scientific topics, have good opportunities for experimental and investigative science.
- 70 Since the previous inspection pupils' standards have improved. The commercially produced programmes of work have been partially integrated and a great deal of curricular planning has taken place over the past two terms. An action plan has been written regarding implementation. Resources are being updated and added to as needed for the new programmes of work, and storage has improved.

- 71 The quality of teaching in science is good overall. Sixty per cent of lessons were good, 17 per cent very good and 17 per cent excellent. Where teaching is excellent, the teacher's management skills ensure that all pupils are totally focussed on the lesson and that their behaviour is excellent. These factors have a very positive effect on their learning, attitudes and skills in recalling knowledge. The teacher's introduction to the lesson is very clear. Good resources are used and very good strategies, such as dressing a pupil up in clothes made with materials which are good insulators. There is a humorous and visual element to learning which aids understanding and memory. There is also a constant assessment of pupils' understanding and recall by continuous probing questions, making pupils think and apply their knowledge and understanding. In one lesson the teacher did not answer his own questions, but constantly encouraged pupils to think, apply knowledge gained in other subjects, solve problems and explore why things happen. Because the lesson is interesting and challenging pupils concentrate well, help each other to recall facts and are eager to answer questions. The teacher delivers the lesson at a brisk pace and includes excellent demonstrations, as when working on solids, liquids and gases. When pupils show understanding, for example, that glass is made from sand and is brittle, the teacher extends their knowledge and describes the toughened glass that is now available and used in the world about them. All of the above factors have a very positive impact on pupils' learning and attitudes. Where teaching is good, work is pitched so that pupils work to and exceed the expected levels, although occasionally the higher attainers are not sufficiently challenged.
- 72 Information communication technology is planned appropriately into the curriculum, as when using a spreadsheet to record and analyse results in Year 6. Science makes a good contribution to numeracy, for example, by reference to work carried out in mathematics on probability and the use of multiplication and subtraction in a Year 6 lesson. A good contribution is made to literacy when pupils write about and record the results of their experiments. They use appropriate scientific vocabulary. Many opportunities are provided to improve speaking and listening, such as when working in pairs and groups on experiments.
- 73 Pupils make good progress overall in science. Pupils in Year 3 make progress when working on the topic 'Ourselves'. In Year 4, pupils make very good progress when they devise simple keys to classify animals. Year 5 pupils make good progress when learning about the moon's orbit around the earth. They are particularly excited about this work and their observations. For example, one pupil expressed wonder at the red colour seen during the eclipse of the moon and another pupil was thrilled to see the sunrise at Tenby on the 1st January 2000.
- 74 The school has rightly recognised the fact that the topic system has some limitations that cause an imbalance in the science curriculum, especially in Years 3 and 4. This means that pupils do not build up knowledge and understanding in a steady progressive manner. The highly qualified and enthusiastic science co-ordinator has not yet held the post for a year. However, within the management of the subject are some very good features including the provision of in-service training. A lot of work has been devoted to the new curriculum plans which are tightly focussed. The full impact of this work is not yet evident, as implementation has only just started.

INFORMATION TECHNOLOGY

- 75 At the end of Key Stage 2 the standard of attainment is well above national expectations. The planned curriculum provides broad coverage of all elements of information technology. The subject is a strength of the school.
- 76 Pupils are learning exceptionally well with some excellent examples seen during the inspection. In Year 6 pupils have individual records and the focus of their work being on developing skills and techniques in control and monitoring. Pupils can create and repeat procedures and model events using appropriate procedures. They can use simple sensors or switches, using "wait until "and on and off inputs. An outstanding example of their work was seen in a model house with an alarm system. During the inspection pupils were working on a multimedia presentation using their own subject knowledge of science and by making links between web sites. The purpose of this was to show the Year 5 pupils what they will be learning next year. Pupils can understand simple spreadsheets and can interpret and create graphs. They can create their own spreadsheets using formulae. They use desktop publishing skills with a clear purpose and for a specific audience. They can gather text and pictures from a wide range of sources including the Internet. Pupils are able to search the Internet for information from clear questions, selecting the most appropriate site and they know what to do if the site is not suitable. They are planning to use e-mail purposefully.
- 77 The pupils have a very positive attitude towards the subject. They are confident in accessing their files, printing and saving work. They use information technology enthusiastically before school and during breaks as well as using it in class lessons. The pupils are responsible and sensible on these occasions. Pupils are very enthusiastic about the subject as seen for example, when using their skills to make a quiz.
- 78 The standard of teaching is very good and teachers have a very secure understanding of the subject and how it can be used in many interesting ways. A strength of the expertise is the way in which the subject is used in other curriculum areas. For example, in a Year 4 literacy lesson the teacher had designed her own activity for helping pupils to recognise syllables. In a Year 6 mathematics lesson a teacher had organised a traffic simulation activity to enable pupils to develop their skills in data handling. The teaching systematically develops the skills and experience of the pupils over the key stage. Information technology was seen being used in most lessons across the curriculum. For example, Year 4 were researching information for their forest file. Year 3 was navigating a CD-Rom in a materials study for science. A sensing probe had also been used in science lessons. A display of work relating to the use of logo was seen in Year 4. In all classes the teachers have prepared clear instructions beside the computers so pupils can operate independently or in small groups. Teachers promote the subject well by the good display of work around the school. Non-teaching assistants are well organised to oversee some of the computer work in the classroom. It is planned that they will have Internet and Intranet links on all their machines, cascading down from Year 6.

- 79 The co-ordinator, an enthusiast in the subject, provides outstanding leadership for the subject. He is an accredited trainer and all staff benefit from his support and training. A governor has an assigned responsibility for the subject and visits regularly. A workshop for parents has been provided to enable them to understand the use of information technology in school. The school has incorporated the national guidelines into their scheme of work and is working with local schools to develop the subject even further.
- 80 The provision of resources is excellent. There are four computers in each classroom and several others which will be used for the future development of an information technology suite. One machine is in the special needs room and these pupils make good progress. The broad range of software is well matched in meeting cross-curricular needs. It is easily available and in frequent use. Information technology is used for school administration and the school library borrowing system is computerised.

RELIGIOUS EDUCATION

- 81 Standards have been maintained since the last inspection. Attainment is in line with the standards expected in Avon's agreed document "Mystery and meaning". The subject has been incorporated in the school's topic work, for example the Year 5's Tudor study, the Year 4's local history including buildings, and the Year 3 Roman Gods topic.
- 82 Pupils in Year 6 are able to recognise Christian symbols. Following a visit from a representative of a local church the pupils are developing an understanding of the ceremony of Christian baptism, using role-play. Following a visit to a synagogue in Bristol, pupils were able to reflect upon the Jewish experience. The pupils were knowledgeable about Jewish celebrations and were able to undertake their own research through the available resources. They identified books of the Torah and knew the significance of various Jewish artefacts. In Year 3 pupils are developing an appreciation of Egyptian culture through the Bible story of Joseph. Pupils with special educational needs make satisfactory progress in their learning.
- 83 Direct teaching about religion was seen in the lessons observed and the quality of teaching is usually good. Teachers have a secure understanding of the subject and are successful in promoting pupils' interests through visits, use of resources and display of artefacts. Pupils are quick to learn and to communicate ideas and feelings, entering with interest into discussions. A considerable contribution to pupils' awareness of the subject was made by the creation of a play entitled "For what it's worth". This was written by the staff and based upon the Bible story of "the pearl of great price." All pupils had an opportunity to participate and links with other curriculum areas were developed well.
- 84 The co-ordinator is working on the progression of the programmes of study, based on the Agreed Syllabus for South Gloucestershire. Parents consider the school's provision is good though a small number consider assemblies do not reflect religious education in their content. During the inspection, the assembly theme was 'The real me', entailing investigating feelings in ourselves, sometimes with a reference to God, the psalms and a prayer. The school song, with its theme of learning for life, "learning about being friends together-learning how to give from our hearts" represents the moral leadership given in the school.

- 85 Since the last inspection, links with local speakers have been maintained. The co-ordinator, who has been in the post for four years, holds effective after-school meetings with staff and keeps a log of discussions.
- 86 Satisfactory resources and artefacts for teaching religious education are available when teaching Islam and Judaism which are the other religions mainly taught in the subject. There was a display of the festivals through the year in several beliefs and the associated artefacts. The subject makes a valuable contribution to the development of literacy especially in helping pupils to communicate ideas.

ART

- 87 A limited number of art lessons were observed during the inspection. Judgement takes account of documentation, analysis of pupils' work and discussion with teachers and pupils.
- 88 Pupils' standards in art are in line with those expected nationally at Key Stage 2 in the context of a reduced curriculum.
- 89 By the end of Key Stage 2, pupils work on compositions that show movement, using the human figure. Their work is influenced by their studies of Futurism. Previous preparatory work had included observational drawing using their peers as models. Higher and average attainers produce sensitive studies using charcoal and chalk or oil pastel. They are confident in their choice of media. Lower attainers have some difficulty with relatively abstract figure representation and the concept of depicting movement. They persevere to achieve a result. They are challenged and they improve their skills during the lessons.
- 90 The quality of teaching is good overall. In 66 per cent of lessons observed it is good and in 33 per cent it is very good. Where teaching is very good, the teachers' subject knowledge is very secure. They relate famous artists' work to particular skills. This includes how they mixed paint and colours and how they placed specific objects together to create different effects, for example, Cézanne's apples. The teacher gives very good demonstrations, involving the pupils. They are encouraged to evaluate their own work and discuss it with other pupils. This helps them to begin to develop their skills in critical analysis. They are encouraged to create a range of colours, starting from a limited palette. This aids the development of their knowledge and understanding, their colour mixing skills and their individual creativity. The lessons are managed very well. Where teaching is good, pupils concentrate on their work, behave well and good learning takes place. This is because of the teachers' good management skills. Information and communications technology is planned appropriately into the lessons. Classroom assistants are directed well and give good support. Through pertinent questioning, teachers encourage pupils to expand their ideas. Good overall teaching has a positive impact on pupils' learning and attitudes. They make good progress, as in Year 3, when making two and three-dimensional Egyptian style artefacts, including 'mummies' and 'head masks'. Year 4 pupils make progress in colour mixing and in knowledge and understanding of the work of Cézanne. In Year 5, progress is made in observational drawing and representation of natural forms, including sensitive studies of bramble and leaves using pen, ink, colour and wax techniques. Pupils with special educational needs and those with English as an additional language make good progress.

- 91 Since the previous inspection, the curriculum has been reduced, as in other schools, and less three-dimensional work is carried out. Pupils worked with parents and teachers to produce an impressive whole school 'Jubilee Tapestry'. The use of information technology has improved within the subject.
- 92 The headteacher, who is overseeing the subject in the absence of the co-ordinator, is creative and aware of the importance of the arts curriculum. The progressive build up of art skills within a reduced curriculum has been maintained. It is evident that some emphasis has been put on the building up of observational drawing skills, which underpins art work and improves standards. Resources are good, planning is monitored and work has been carried out on an action plan for the new curriculum. There are good links with other subjects, including mathematics, information and communications technology and history. There are no formal assessment procedures.
- 93 There is an emphasis on good display and this enhances the curriculum and the whole school environment.

DESIGN AND TECHNOLOGY

- 94 During the inspection only one lesson was observed in design and technology. Judgement takes account of documentation, analysis of pupils' work and discussion with teachers and pupils.
- 95 Pupils' standards in design and technology are in line with those expected of pupils of that age, in the context of a reduced curriculum.
- 96 By the end of Key Stage 2, pupils design and make model houses with electrical alarm systems. They plan their designs carefully and are confident in discussing their ideas, for example, where they can put a pressure pad in the garden, which will trigger the alarm. There is a good curricular link with science in this project and pupils apply their knowledge of electrical circuits well.
- 97 The quality of teaching in design and technology is good. Lessons are well planned. Teachers' good subject knowledge ensures that emphasis is put on sequential planning so that pupils deepen their understanding about the whole process of designing and making. Pupils research the types of tools and materials that they might need. They are appropriately guided with regards to health and safety issues. Teachers are able to motivate pupils well and this leads to pupils becoming totally engrossed in their work. They behave sensibly in a practical activity and work very well together in pairs. Pupils are proud of their individual designs, for example, in Year 5, when they make 'space vehicles'. Teachers plan the lessons, taking account of the needs of pupils. The higher attainers construct more complex structures than the lower attainers. Good teaching has a positive impact on pupils' progress.
- 98 Pupils make good progress overall in the work that they carry out in the reduced curriculum. Analysis of their work indicates Year 5 pupils made good progress in construction when making 'Tudor houses' using Jinx frames. Year 4 pupils design and make packaging for chocolate mice, which they sell in their mini-enterprise project. Year 3 pupils make three-dimensional artefacts after the style of the ancient Egyptians, for example, containers for mummified cats.

- 99 Pupils with special educational needs and those with English as an additional language make good progress. This is because teachers are sensitive to their needs and extra adult support is given by the teachers, parent helpers or classroom assistants.
- 100 Design and technology makes a contribution to literacy through written planning and evaluation, use of specific vocabulary, discussion, sharing of ideas and speaking and listening. For example, when participating in the plenary sessions pupils discuss their ideas about good design in Year 5. Contributions are made to numeracy through the use of measuring, and the consideration of proportion, spatial awareness and structural form. Information and communication technology is integrated well into design and technology.
- 101 Since the previous inspection the curriculum has been reduced, as in other schools. The use of information technology has improved in the subject. The co-ordinator runs a technology club (for Year 5 pupils at present). Appropriate visits take place to enhance the curriculum, for instance, to the Clifton and Severn bridges. The food technology resources have been improved. All pupils are involved in mini-enterprise projects.
- 102 The design and technology co-ordinator is enthusiastic, capable and dedicated to the subject. She endeavours, with full support from the headteacher, to plan a curriculum that, although reduced, gives pupils the opportunity to build appropriate skills progressively. The co-ordinator provides good support for other members of staff. There is no regular formal assessment or records of pupils' progress in place but the planning of the subject is overseen by the co-ordinator.

GEOGRAPHY

- 103 Three lessons were seen during the inspection and only a limited amount of evidence was available. This was due to the organisation of the curriculum and timetables. However, there is sufficient evidence to say that pupils are achieving standard compatible to pupils of their age. This represents a fall in standards since the last inspection but the reason for this is likely to be that there is substantially more coverage of the subject in the summer term. Pupils in Year 4 have a good understanding of rainforests and know about the climate, animals and threats to the environment. Pupils are able to use such words as 'equator' and are developing a knowledge of the social and economic issues involved when the land and the people are exploited. They can name the products of the forest and some of the locations of such forests. No lessons were seen in Year 5 and 6 but looking at the pupils' work it shows that their understanding and knowledge of planet earth are soundly developed. For example, they are aware of the sources of pollution and methods of recycling. They can undertake their own research to find out about volcanoes, show an ability to use the vocabulary of the subject and an awareness of the world distribution of volcanic activity.
- 104 Pupils are able to gather information from a variety of sources and use their skills in information technology for example by accessing the Internet or presenting their individual work by word processing. Pupils in both Years 5 and 6 have a good knowledge of countries, continents, capital cities and physical features of the earth. They are able to describe the rotation of the earth using the correct terminology. Their skills in reading Ordnance Survey maps are limited though they are able to give four figure map references. Pupils have an adequate knowledge of their own locality and can discuss the reason for the export and import of goods.

- 105 Pupils respond well to the subject and are usually enthusiastic and attentive in lessons. Pupils in Year 4 work well together for example in sharing a computer to write to the Brazilian government. They are willing to contribute to discussions but show signs of becoming bored when they have completed their work. Pupils in Year 5 are conscientious in completing their research and present their work in an well-organised manner. Year 6 pupils are polite and thoughtful in answering questions and discussing the subject. Projects which pupils have completed show very good attention to detail and presentation.
- 106 Two of the lessons seen were satisfactory and the other good. The overall standard of teaching is satisfactory with some good features. Teachers prepare their lessons well and usually use interesting resources to stimulate pupils' interest. A very good example of the use of a video was seen in Year 4. The teacher had selectively compiled a tape of short film extracts and then asked well-prepared questions on the content of each clip. This maintained pupils' interest and helped them to think about the main issues in the development of rainforests.
- 107 The work set for pupils is planned to match the levels of attainment. These tasks are sometimes not sufficiently challenging and pupils who finish the work become restless by the end of the lesson. Year 5 teachers provide clear guidance on what they expect pupils to do in the research topic and the marking is positive and acknowledges the efforts of the pupils. In a number of classrooms teachers have worked hard to produce attractive displays to raise pupils awareness for example of rainforests.
- 108 The school makes good use of the local environment, for example in the study of Thornbury and river Severn, and by making residential visits to the Forest of Dean. There is a good European dimension in the curriculum because of the inclusion of French lessons but these were not seen during the inspection due to staff illness.

HISTORY

- 109 By the time pupils reach the age of eleven they reach standards in line with national expectations. Pupils acquire a broad range of knowledge and some experience in using historical skills. Standards have been maintained since the last inspection and teaching is challenging for most pupils. However, opportunities for the more able are limited. Whilst there are opportunities for pupils to extend their range of writing skills through note taking, biographies and first person accounts, the standards of writing of the more able boys is below that of girls. The opportunities for developing the use of chronology over small spans of time are limited; as is the interpretation of written sources of evidence in Year 6. Pupils with special educational needs make good progress in their learning.
- 110 Pupils' learning is satisfactory by the age of eleven. In Year 3 they are know about Ancient Egypt and understand the ceremonies and ritual associated with burial. They model tomb artefacts with some precision and realise the symbolism the Egyptians attached to them. In Year 4 they make a study of the local area and develop a sense of chronology by charting the changes in the area over time. In Year 5 pupils learn about Tudor England. They know the chronology of the monarchs and recognise some of the reasons why the monasteries were dissolved under Henry VIII and the Spanish Armada was defeated under Elizabeth I. In Year 6 pupils learn about Britain in the 1930s. They understand some of the reasons for the Second World War. They make comparisons between the diets of people living in Britain of that period with the diet of people today.

- 111 Pupils behave well. They are attentive and positive about their learning. They work well together in pairs and larger groups and they are considerate of the work of others. Their work is well presented with writing in a clear legible hand. Supportive art and design work is carefully executed.
- 112 Teaching is good overall. Although only one lesson was seen during the inspection, an examination of teachers' planning and wall displays, also an analysis of pupils' work, indicate that the teaching provides pupils with a good broad learning experience. Good use is made of visits to local museums and of visitors to the school. A visiting historical dramatist provided inspiration for Year 3 pupils' work on ancient Egypt. History is taught satisfactorily within topics and there are very good links with other areas of the curriculum such as art and English. There is good continual use of timelines to highlight changes over a period and these help pupils to understand numbers. There are some opportunities for writing at length and a good emphasis on artefacts as evidence. There is a very good "museum area" where artefacts are displayed from the periods studied. The planning and organisation of the teaching has a positive effect on pupils' learning. Most pupils are challenged in their learning, but the lack of appropriate teaching strategies for the more able pupils limits learning opportunities available to this group.
- 113 There is strong and experienced leadership which ensures that pupils receive a broad history course which is taught consistently across each year group. The co-ordinator monitors planning and there is limited monitoring of teaching by the headteacher. The standards achieved by pupils are not monitored sufficiently to ensure that pupils make appropriate improvements in their learning.

MUSIC

- 114 Since the last inspection standards have been monitored and the provision continues to be one of the strengths of the school. Although there was only a limited opportunity to observe class teaching during the inspection, it is clear from other sources of evidence that the school's standards are high.
- 115 Class teaching was observed only in Year 5 during the inspection. Some pupils developed the skill of controlling dynamics by composing and performing a percussion piece. They noted down the piece using symbols for notation. Others had devised a sound picture of waves crashing on the shore. The pupils were co-operative and they used their imaginations well when creating their music and developing the basic elements of music prescribed in the National Curriculum. They also listened to a musical story about a steam train in Brazil. There are occasional opportunities for pupils to use a computer to assist their work in composing.
- 116 Pupils learn the descant recorder in Year 3 for half of the year. Some take the opportunity to join the extra-curricular recorder ensemble or the advanced recorder group, which regularly play in assembly. At the moment only girls choose to join these groups. Pupils sing in assembly and in a weekly singing lesson. The singing is pleasant but performances during the inspection lacked the projection and refinement which the whole school achieved in a concert for the Millennium which was recorded on video.

- 117 An outstanding feature of the school is the provision for pupils to learn individual instruments. Seventy pupils receive instrumental tuition from visiting teachers. Pupils are able to learn violin, guitar, cello, flute, clarinet, percussion and keyboard. There is a lively orchestra, directed by the head. Only ten girls attended the rehearsal seen, and this activity would benefit from further development. The school choir comprises 24 girls, who can sing rounds and maintain individual parts securely. The choir sang a calypso with obvious enjoyment as they prepared for a Millennium concert at the Colston Hall in Bristol with other children from local schools.
- 118 Assemblies are used as a good opportunity for listening to music. A 'composer of the month', a style of music or country is chosen. The listening is carefully planned and provides good opportunities to explore cross-curricular themes. Children take responsibility for recording the music and operating the equipment at assemblies. Pupils sing the school song which was composed by the headteacher, with enthusiasm and sincerely. The lyrics support the school's motto of 'learning for life'.
- 119 All strands of the National Curriculum are represented in the scheme of work and were observed during the inspection. The co-ordinator, who is not a specialist musician, has been in post for one year and effectively supports her colleagues. She has developed a scheme of work which meets the school's needs and is based on a commercial scheme. This enables her non-specialist colleagues to teach music to their classes. The South Gloucestershire music service provides practical assistance and further support in the form of workshops. Parents acknowledge the musical provision as a strength of the school.

PHYSICAL EDUCATION

- 120 Five lessons were observed during the inspection including a Year 3 swimming session. The standards which pupils achieve are in line with those expected of pupils this age. However, in swimming a high percentage of pupils can complete 25 metres by the end of Year 3, is a very good performance in this aspect of the subject.
- 121 Pupils in Year 3 dress appropriately for the subject and can follow instructions and observe safety procedures. They develop different styles and speeds of moving in gymnastics and show an awareness of space when working in the school hall. Some are able to balance on their shoulders or are becoming more confident in attempting to achieve this position. Not all pupils have acquired a good sitting posture and some are casual in their approach when listening to instruction or watching demonstrations.
- 122 No classes were observed in Year 4 but Year 5 pupils were seen to be developing a sequence of movements which involved becoming aware of where weight of the body is balanced in certain postures. Pupils in Year 5 have a good sense of safety and knowledge in setting out equipment and can work together as members of a team. At the end of the key stage pupils in Year 6 can plan dance sequences and work co-operatively together and, with persistent practice, produce a satisfactory synchronisation of movements. Most pupils can work sensibly in teams especially netball. In other games activities, pupils' boisterous behaviour lowered the standard of work and their performance showed a lack of knowledge in some basic ball skills.

- 123 In most lessons the pupils showed a willingness to listen and follow instructions. There were some examples of inappropriate behaviour seen in a Year 3 lessons gymnastics lesson and a Year 6 games lesson. For example, in Year 3 a pupil interrupted the work of another pupil who was trying to complete a movement and Year 6 pupils were over boisterous in their excitement of a game. Girls and boys work well together and both show a good awareness of safety procedures. In Year 3 pupils show a good understanding of their learning and what targets they are working towards in swimming. Year 5 pupils are purposeful and well disciplined in their approach to the subject. Pupils in Year 6 concentrate well to improve their performance in dance.
- 124 The overall standard of teaching is satisfactory with some good features. The provision for swimming is very good and highly organised. The school benefits from having a classroom assistant and a parent, both of whom are qualified swimming instructors. Most other lessons observed were taken by a part-time teacher. The objectives of the lessons are clear and displayed so that pupils can see what they are to do during the session. This helps pupils to understand what they are to achieve and assess their own progress towards the target.
- 125 Lessons are usually well planned and with an appropriate emphasis placed upon safety procedures, for example in the carrying of equipment. The pupils are provided with clear instructions and given good demonstrations by the teacher of what they require pupils to do. Both pupils and teachers wear appropriate clothing and lessons begin with warm up exercises. Most conclude with a cool down activity. Pupils are encouraged to demonstrate for their peers and in some lessons those who are watching and not able to actively take part in the lessons, are required to express their views on the performance of others. This helps to develop pupil's critical awareness as well as speaking and listening skills. The teachers assess pupils' performance through the lessons. Pupils are usually well controlled but in some lessons teachers are too tolerant of pupils' inappropriate behaviour. A weakness of an outdoor lesson was the limited opportunity for all pupils to participate even though the weather was cold and it was not suitable for pupils to wait relatively long periods for their turn to take part.
- 126 The enthusiastic co-ordinator has organised the swimming particularly well. The school fully participates in a wide range of competitive sports and has the advantage of having spacious grass and hard surfaces to play upon. Pupils in Year 6 are provided with opportunities for outdoor and adventurous activities during their annual residential visit to the Forest of Dean. The school is proactive in becoming involved with the local sporting community and other initiatives that seek to promote this subject. The school's enthusiasm and ability to provide a wide range of opportunities for the pupils is a strength of the school.