

INSPECTION REPORT

ST. JOHN'S CATHOLIC PRIMARY SCHOOL

Pulteney Road, Bath

LEA area: Bath and North East Somerset

Unique reference number: 109260

Headteacher: Mr W.S. Nolan

Reporting inspector: David Tytler
8990

Dates of inspection: 17th – 21st July 2000

Inspection number: 189673

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Pulteney Road
Bath

Postcode: BA2 4EZ

Telephone number: 01225 461887

Fax number: 01225 442306

Appropriate authority: The Governing Body

Name of chair of governors: The Rev. Tom Gunning

Date of previous inspection: October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Tytler	<i>Registered inspector</i>		School's results and pupils' achievements; How well are pupils taught? How well is the school led and managed?
Gillian Hoggard	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
Margaret Lygoe	<i>Team inspector</i>	Equal opportunities; Science; Geography; History.	
Stephen Parker	<i>Team inspector</i>	English; Information technology.	How good are the learning opportunities offered to pupils?
Gerry Slamon	<i>Team inspector</i>	Special educational needs; Mathematics.	Spiritual, social, moral and cultural.
Raminder Arora	<i>Team inspector</i>	Under fives; Art; Design and technology; Music; Physical education.	

The inspection contractor was:

*Westminster Education Consultants
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD*

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The Registrar
Inspection Quality Division
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Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's is a large two-form entry primary school on two sites, two miles apart. Both sites have classes for children from Reception to Year 4. All pupils in Years 5 and 6 are taught in the main school building near the centre of Bath. At the time of the inspection there were 363 pupils aged five to 11, taught in 14 classes, with a balance of boys and girls. The percentage of pupils known to be eligible for free school meals is below the national average, as is the percentage having special educational needs. The number of pupils with statements of special educational needs is close to the average. The school serves four distinct Catholic parishes in and near the city, although a significant number of pupils come from non-Catholic families. The full range of abilities is reflected in the intake, but overall, the attainment of children on entry into the school is above that expected nationally for children of their age.

HOW GOOD THE SCHOOL IS

St John's provides a sound quality of education for all its pupils. The quality of teaching enables children to achieve high standards in Key Stage 1 and high standards in English in Key Stage 2. The split-site accommodation makes management of the school difficult. Steps have been taken recently to integrate the pupils in the annex into the whole school and establish a sense of community, although this is at an early stage of development. When account is taken of the standards achieved, the quality of teaching, and the personal development of pupils, the school provides sound value for money.

WHAT THE SCHOOL DOES WELL

- There are high standards in English.
- There are very good relationships throughout the school; pupils have good attitudes to their work and are enthusiastic learners.
- The spiritual, social and cultural development of pupils is good.
- Links with the community and partner schools make an important contribution to the quality of education provided, and there is a good range of out-of-school activities.
- There is good provision for pupils with special educational needs.
- There is an effective partnership with parents, who give their children good support.

WHAT COULD BE IMPROVED

- Standards in mathematics in Key Stage 2, and in information technology in both key stages.
- The monitoring and evaluation of the school's performance, including the regular monitoring of teaching and learning, with clear roles and responsibilities for senior staff.
- Arrangements for gathering information on what pupils know and can do, and using the information to plan for individual needs.
- The accommodation, which gives rise to a number of health and safety concerns.
- Equal access to the curriculum.
- Procedures for health, safety and pupils' welfare, including child protection.

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 last inspected in October 1996. The quality of teaching has improved significantly, but the school has been slow to address the key issues. Efforts have recently been renewed to find a new site for the school. Some health and safety concerns in the main school have been addressed in the past two years, but many others remain. The role of senior and middle managers has been defined, but they are yet to become fully effective. Staffing difficulties interrupted plans to give subject co-ordinators time to monitor the quality of teaching and learning. All those connected with the school are committed to school improvement, but formal procedures have yet to be developed by both the staff and governors to enable them to implement policies consistently and monitor progress.

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	A	A	A	A
Mathematics	B	C	B	C
Science	C	C	B	B

Key	
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

In the 1999 English tests, the percentage of pupils reaching Level 4 or higher was above the national average. The percentage reaching Level 5 or higher was well above. Evidence gathered during the inspection shows that similar standards are being achieved by the current Year 6. In the mathematics tests, the percentage of pupils reaching Level 4 or above was close to the national average, as was the percentage reaching Level 5. Evidence gathered during the inspection shows that standards in the current Year 6 are below national expectations. In the science tests, the percentage of pupils reaching Level 4 or above was close to the national average. The percentage reaching Level 5 or higher was above. Evidence gathered during the inspection shows that standards meet national expectations.

In comparison with those of similar schools, the 1999 results were well above national expectations in English, in line in with them in mathematics, and above them in the case of science. There has been improvement over time in all three subjects, though standards in information technology are below what is expected nationally. The school met exactly its targets for the 1999 national tests for 11-year-olds, which were that 82 per cent of pupils would reach Level 4 or above in English, 75 per cent in mathematics, and 80 per cent in science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and are enthusiastic learners.
Behaviour, in and out of classrooms	With a few exceptions, behaviour in the classroom is satisfactory and often good or better. Some behaviour outside the classroom fell short of the school's high standards.
Personal development and relationships	There are good relationships throughout the school. The personal development of pupils is good, although there are limited opportunities for them to take responsibility or show initiative, for example in their own learning.
Attendance	Attendance and punctuality are good.

The attitudes and behaviour of pupils in classrooms during the inspection were nearly always satisfactory, very often good, and sometimes very good or excellent. They were satisfactory in 12 per cent of lessons, good in 54 per cent, and very good or better in 31 per cent. The behaviour in the playground and around the school when pupils were unsupervised did not always match the high standards expected by the school. In the two lessons where attitudes and behaviour were judged to be unsatisfactory, the behaviour of some boys disrupted the learning of others, despite the teacher's good behaviour management techniques.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen: 67	N/A	Good	Satisfactory

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.

Examples of good teaching were seen in all subjects, except in design and technology, and in all year groups. Of the lessons seen during the inspection, 28 per cent were satisfactory, 45 per cent were good and 23 per cent were very good. There was a particularly high proportion of good and very good teaching in Key Stage 1, where 53 per cent of lessons were good and 32 per cent were very good. None of the teaching seen was unsatisfactory, and one lesson was outstanding. In Key Stage 2, 43 per cent of lessons were satisfactory, 37 per cent were good and 14 per cent were very good. Two lessons were unsatisfactory. In Key Stage 1, the teaching of literacy was very good, and it was good in numeracy. The teaching of both was satisfactory in Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a clear focus on literacy and numeracy within a broad and balanced curriculum. Particularly good use is made of the community to broaden the pupils' experience.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs, who make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The personal development of pupils is good, although there are too few opportunities for them to take an active role in the life of the school. Spiritual, social and cultural development is good. The moral development of pupils is satisfactory.
How well the school cares for its pupils	Arrangements for child protection, for some aspects of health and safety, and for monitoring behaviour outside the classroom are unsatisfactory. Procedures for gathering information on what pupils know and can do are inadequate and not used to plan for individual needs.

The school has a good partnership with parents. The experience of pupils is broadened through good links with the community and partner schools. The information technology curriculum does not meet statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides sensitive and caring leadership. The roles of the deputy headteacher and senior management team have been more clearly defined, but precise responsibilities have yet to be determined.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties and have a good understanding of the school. They do not, however, have formal procedures for monitoring the quality of education and do not, therefore, have a significant impact on school improvement.
The school's evaluation of its performance	A planned programme of monitoring teaching could not be implemented because of staff illness. Arrangements for evaluating the school's performance are in need of development.
The strategic use of resources	The school makes good use of the resources available to it.

The school is adequately staffed with teachers and learning support assistants. Resources for learning are inadequate in information technology and music, and there is a shortage of books, but resources are otherwise satisfactory. The accommodation is poor, and there is no outdoor play area for children in the foundation stage. There are a number of health and

safety concerns and pupils on the two sites do not have equal access to the curriculum. Since his appointment, the headteacher has taken steps to develop a sense of community which embraces both sites, but this is still an area for development. There is a clear commitment to improving standards, but the school's plans and policies designed to meet these aims are not applied consistently. The school applies the principles of best value.

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 children enjoy coming to school. • The teaching is good. • The children are making good progress. • The school expects children to work hard and achieve their best. • The children are helped to become mature and responsible. • Parents feel comfortable in approaching the school if they have problems or concerns. 	<ul style="list-style-type: none"> • The range of out-of-school activities. • The amount of homework. • Behaviour in the main school. • The partnership with parents. • Leadership and management.

Inspectors agree with the positive views of the majority of parents. Inspection evidence shows that the setting of homework is inconsistent, and that although steps have been taken to improve behaviour in the main school playground, there are still some instances of unacceptable behaviour. Inspectors, however, concluded that there is a good and varied range of out-of-school activities, that there is an effective partnership with parents, and that the management and leadership of the school is satisfactory, although some improvements are required.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The full range of abilities is reflected in the intake but, overall, the attainment of children on entry into the school is above that expected for children of their age. In the current academic year, pupils have made good progress in Key Stage 1 and achieve very highly in reading, writing and mathematics. In Key Stage 2, progress is good in English and pupils achieve above the national average. In mathematics, pupils achieve well in Key Stage 1. In Key Stage 2, they make satisfactory progress in their lessons but have not made sufficient progress over time. As a result, the attainment of the current Year 6 is below that expected nationally. Pupils make satisfactory progress in science and achieve standards close to the national expectations.
2. Standards of 11 year olds in English have been above the national average overall since 1996. The number reaching Level 4 or higher in last year's national tests was above the national average, and well above the average of schools whose pupils are from similar backgrounds. The number reaching Level 4 was well above the national average. Inspection evidence shows that standards reached by pupils presently in Year 6 are well above average overall in speaking, listening, and reading, and above average in writing.
3. Standards attained by seven year olds have been well above the national average since 1996. The number of pupils reaching Level 2 or above in last year's tests was very high in reading and well above average in writing, compared both with schools nationally and with schools whose pupils are from similar backgrounds. The number reaching Level 3 was close to the national average in writing, but well above average in reading. Inspection evidence indicates that standards reached by pupils at present in Year 2 are well above average overall in speaking, listening, reading and writing.
4. Pupils have good speaking skills when they enter school, and become progressively more confident in speaking to different audiences for a widening range of purposes. By seven, most pupils listen to others respectfully and co-operate well in discussions. They speak clearly, using standard English, and explain their ideas in full when prompted.
5. Pupils in Key Stage 2 develop the more formal style appropriate for class discussions, and relate well to their audience when explaining their ideas. Their vocabulary is very good, and most use technical terms accurately when discussing texts. By 11, most pupils express themselves clearly and confidently in standard English when speaking to larger groups for formal purposes. High standards in speaking help their learning in other subjects.
6. Across the school, pupils show a strong interest in books of all kinds. Pupils reach high standards at seven because they are given frequent individual instruction in school and most parents support them well at home. Their progress is monitored closely, so that reading books are matched to their needs. Pupils with special needs are given additional help, in class and when withdrawn, with the result that they make good progress through the school.

7. In Key Stage 2, most pupils transfer successfully from the reading scheme to clearly graded free readers. Many parents continue to give very good support by discussing books and helping their children follow up interests in the local libraries. By 11, the majority of pupils read longer texts silently with good concentration. Most have well developed preferences, talk about favourite authors with enthusiasm, and attempt to read aloud with dramatic expression. Standards of comprehension are very good. A weakness in attainment overall is that library skills are underdeveloped, and this reflects the limitations of the junior school library. Pupils' learning in other subjects is helped by their very good reading skills, although they do not have enough opportunities to carry out independent research, using information books.

8. Throughout the school, pupils learn to write for an increasingly wide range of purposes and audiences. By the time they are seven, the pupils' standards of accuracy in spelling and punctuation are well above average. Poetry writing is a particular strength, and the school has a good reputation for poetry published in regional anthologies of children's work. A recent increase in opportunities at Key Stage 1 has led to a rise in standards, but pupils aged 11 are underachieving in extended writing. Teachers in Key Stage 2, however, do not place enough responsibility on pupils for checking their own work for accuracy. Standards of presentation in everyday work are too low in Year 6, where handwriting is often untidy, concealing errors in spelling and punctuation. In both key stages, there is less word-processing than generally found.

9. Results of the 1999 National Curriculum tests in mathematics showed that by 11, pupils' attainment was close to the national average and to the average for schools with pupils from similar backgrounds. The number of pupils achieving Level 5 or above was also close to the national average. Results of 1999 National Curriculum tests for seven year olds show that attainment was well above the national average, with 98 per cent of pupils reaching Level 2. Also well above the national average was the proportion of pupils reaching Level 3 and above.

10. These results show a very significant improvement in standards at the end of Key Stage 1 since the time of the last inspection, largely because of improvements in the quality of teaching and the successful use of the National Numeracy Strategy. The strategy is not yet fully in place in Key Stage 2 and is not therefore having the same impact on pupils' learning.

11. Inspection evidence shows that standards achieved by pupils currently in Year 6 are below national expectations, with more than 35 per cent of pupils working at a level below that expected for the age group. Fewer pupils are working at the higher level than in 1999. Although pupils' mental strategies are developing appropriately, their recording skills are below national expectations. Pupils in Key Stage 2 do not present information and results in a clear and organised way, explaining the reasons for their presentation. Teachers do not expect enough from pupils in this respect, and depend too much on photocopied sheets.

12. Pupils enter the school with above average levels of attainment in mathematics. They make very good progress in Reception, providing a good foundation for their learning in Key Stage 1. Standards of work seen in Key Stage 1 during the inspection show that pupils currently in Year 2 are above national expectations, with more pupils working at the higher levels than in 1999.

13. Pupils develop a confident understanding of number systems and become increasingly proficient in mental computation as they move through Key Stage 1. By the end of Year 2, all pupils gain a good grasp of number facts to 20 and beyond. Most have begun to understand the place value of each digit in a number and use this to order numbers up to 100. They recognise sequences of numbers, including odds and evens. More able pupils use more advanced mental strategies, such as partitioning and recombining to add two-digit numbers.

14. At Key Stage 2, progress made by pupils in lessons in the course of the inspection was satisfactory, although other evidence shows they are currently not making satisfactory progress over time. Pupils make satisfactory progress in developing skills in analysing patterns in numbers, extracting and interpreting data, and solving numerical problems.

15. By the end of Year 6, most pupils use a range of mental methods of computation with the four operations, including mental recall of multiplication tables. They add and subtract decimals to two places and have begun to use simple formulae expressed in words. Higher attaining pupils work out the formula for finding the area of a triangle. Most pupils develop a sound understanding of probability and in interpreting graphs, including pie charts, and draw conclusions.

16. Results of the 1999 national tests in science at the end of Key Stage 2 show that the proportion of pupils reaching Level 4 was close to the national average. The percentage of pupils achieving the higher level in the tests was above the national average. As a result, overall levels of attainment were also above the average, both nationally and in comparison with similar schools. Results have improved since 1996, and the overall trend is similar to that found nationally. Test results in 1999 were good, and teachers identify this as being a strong year group.

17. At the end of Key Stage 1, the 1999 teacher assessments showed that the percentage of pupils achieving Level 2 was well above the national average, and above average for similar schools. The percentage of seven-year-olds achieving at Level 3 was below the national average and well below average for similar schools.

18. Inspection evidence indicates that standards are at the expected level for pupils aged seven and eleven. At Key Stage 1, pupils' knowledge and understanding of science is above average, but investigative skills are not as well developed. The school has identified this as an area for improvement. At Key Stage 2, the proportion of pupils achieving at the higher level is broadly similar to that found nationally. Work is suitably based on practical activities, but teachers depend very heavily on worksheets for pupils to record their work. Frequently, pupils of all levels of attainment complete the same sheet. Higher attaining pupils, in particular, do not get enough opportunity to begin to plan their own experiments or to record their work independently.

19. By Year 6, pupils have a sound understanding of all aspects of science in the National Curriculum. They understand that different plants and animals are found in different habitats, and conduct investigations of living things, such as the wood louse. They know how to draw simple electrical circuit diagrams, and show a satisfactory understanding of the use of switches. Pupils also benefit from a study of aspects of health and hygiene. Most lessons suitably involve practical activities, although there is little evidence of pupils learning to carry out the whole process of investigation independently.

20. Standards reached at the end of both key stages in information technology are unsatisfactory. Information technology is taught through other subjects rather than separately, but provision is not planned consistently or in enough detail in each year to secure pupils' progress through the school. There is a shortage of appropriate resources, and not all staff have the expertise needed to teach all the required elements of the National Curriculum. As a result, pupils are not given the regular and sustained instruction they need to reach the expected standards by the time they are seven and 11. Standards have declined since the last inspection, when they were satisfactory at the end of Key Stage 1. They were unsatisfactory at the end of Key Stage 2.

21. Pupils with special educational needs are identified early, and when they receive specific support they make good progress in relation to their individual education plans. In lessons where there is no support provided, pupils with special educational needs make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. An indication of the success of the special needs provision is that pupils are regularly taken off the register of special educational needs as well as placed on it.

Pupils' attitudes, values and personal development

22. In general, pupils' behaviour and attitudes to school are very good, although there are occasional lapses. In the lessons seen during the inspection, the attitudes and behaviour of pupils in classrooms was satisfactory in 12 per cent of lessons, good in 54 per cent, and very good or better in 31 per cent. The behaviour in the playground and around the school when pupils were unsupervised did not always match the high standards expected by the school. In the two lessons where attitudes and behaviour were judged to be unsatisfactory, the behaviour of some boys disrupted the learning of others, despite the best efforts of the teacher.

23. Parents report that their children are happy to come to school, and pupils frequently arrive early in the playground to meet their friends. They take great interest in school life, for example by attending extra-curricular clubs such as guitars or the 'Live Poets' writing club. They often show great enthusiasm for learning. In a Year 2 numeracy lesson, for example, pupils were keen and remained occupied and interested throughout. Year 4 children with special educational needs who were working on persuasive writing were positive, wrote neatly, and sustained their concentration. Behaviour is occasionally less good, particularly in one year group. Here, fidgeting and immature behaviour meant that boys dominated the lesson despite the teachers' good behaviour management techniques.

24. Pupils are usually courteous, for example in saying please and thank you, and holding doors open. They respect their school and its equipment, although it is frequently shabby, and there is no evidence of graffiti or vandalism. Pupils are often able to form constructive relationships, for example in Year 3 when a local beekeeper visited with his bees. Pupils showed excellent attitudes and behaviour, remaining interested throughout and working well in different groups. Pupils in a Year 2 science class examining snails used magnifying glasses sensibly.

25. Relationships between boys and girls and between older and younger pupils are often very good. In the annexe, for example, prefects supervise younger children. Relationships between staff and pupils are also often very good. The school is largely free from oppressive behaviour, though in a Year 4 science lesson some pupils caused considerable disruption and

displayed almost dumb insolence to the teacher. Parents have expressed some concern over playground bullying between some boys in Years 5 and 6. This does occur, although the school is working to improve it, and some pupils complained of swearing by a minority of girls. Some children are made anxious by this behaviour, particularly those transferring into Year 5 from the annex.

26. Pupils think about what they do and its impact on others, and this is encouraged by the school's Catholic ethos. In a Year 1 science lesson, for example, pupils investigating green plants listened carefully to each other and took turns to speak. In a Year 3 English lesson on tongue-twisters, pairs of pupils reported to each other and listened respectfully to their peers. Most pupils come from Catholic families, but pupils from different ethnic backgrounds and those with special educational needs play a full part in the life of the school.

27. There are limited opportunities for personal development and independence, but pupils show initiative where possible. In a Year 1 design technology class, for example, pupils making a home for an animal independently selected the materials and tools they needed. Opportunities for personal development, however, are sometimes not taken. In a Year 6 science lesson, when pupils were comparing cleaning products, no opportunity was given to more confident pupils to present their work in an independent way. This weakness was also noted at the time of the last inspection. Respect for other's feelings, values and beliefs is good within the school, and pupils are supportive of those with special educational needs.

28. Attendance is good at 95.5 per cent, although the unauthorised absence of 0.7 per cent is slightly higher than the national figure. Pupils come to school and to lessons on time. There were no exclusions in the last school year.

HOW WELL ARE PUPILS TAUGHT?

29. Examples of good teaching were seen in all subjects, except design and technology, and in all year groups. Of the lessons seen during the inspection, 28 per cent were satisfactory, 45 per cent were good and 23 per cent were very good. There was a particularly high proportion of good and very good teaching in Key Stage 1, where 53 per cent of lessons were good and 33 per cent were very good. None of the teaching seen was unsatisfactory and one lesson was outstanding. In Key Stage 2, 43 per cent of lessons were satisfactory, 37 per cent were good and 14 per cent were very good. Two lessons were unsatisfactory. The teaching of literacy was very good in Key Stage 1 and good in numeracy. The teaching of both was satisfactory in Key Stage 2. Overall, the teaching was judged to be good at Key Stage 1 and satisfactory at Key Stage 2.

30. Teachers' subject knowledge and understanding is good in Key Stage 1 and satisfactory in Key Stage 2. In a very good Year 2 literacy lesson, for example, the teacher used her expertise well to give pupils a good understanding of how words are built using syllables. The progress of pupils in mathematics throughout Key Stage 2 is hampered by the teachers' lack of confidence in teaching the National Numeracy Strategy. Teachers across the school, but particularly in Key Stage 1, are more confident in following the requirements of the literacy hour than they are in teaching numeracy. As a result, the teaching of English and mathematics is good in Key Stage 1 and satisfactory in Key Stage 2. The teaching of information technology is unsatisfactory in both key stages, owing to a lack of confidence on the part of teachers and to inadequate resources.

31. Teachers' planning is good in Key Stage 1 and satisfactory in Key Stage 2, although there was also some good planning. A very good Year 3 science lesson on bees, for example, indicated very careful planning in preparation for the visits of the beekeeper so that pupils were well equipped to ask probing questions. In an otherwise satisfactory Key Stage 2 literacy lesson, the planning was confused and hindered pupils' understanding of spelling patterns.

32. Teachers' expectations of what pupils can achieve is very good in Key Stage 1, and this frequently enables pupils to make rapid progress. In a good Year 1 numeracy lesson, for example, pupils were challenged to think for themselves and explain their answers when learning how to tell the time. In a literacy lesson in Reception, the teacher used a good range of questions to ensure that less able pupils were fully involved and made good progress. In Key Stage 2, however, particularly for the older pupils and in many mathematics lessons, teacher's expectations are not high enough. In an otherwise satisfactory numeracy lesson, for example, the teacher's expectations were too low, and higher attainers especially could have achieved more in a lesson on algebra. Low expectations were typified by inappropriate praise. In a singing practice, for example, Year 6 pupils were praised for their singing, whilst in fact only a very few had taken part, and then without enthusiasm.

33. All teachers in Key Stage 1 and some in Key Stage 2 take great pains to make their lessons interesting, to gain and then hold the interest of the class. In a very good literacy lesson in Reception, for example, the teacher used her skills of ventriloquism and a glove puppet to sound out words and teach standard English. There were many examples in both key stages of a good use of open-ended questions to make pupils explain and amend their ideas. Teaching methods were, however, more effective in Key Stage 1 - where they were very good - than in Key Stage 2, where they were judged to be satisfactory. In a mental mathematics session for older pupils, for example, a lack of excitement and speed hampered the learning of pupils. An over-reliance on work sheets in a Key Stage 2 history lesson limited the opportunities for pupils to improve their skills in extended writing.

34. The management of pupils is good in Key Stage 1 and satisfactory in Key Stage 2, where expectations of all pupils are not always high enough. In Key Stage 1 lessons the teachers' kept pupils engaged and interested so that there were very few occasions when pupils lost concentration. On the few occasions where this did happen, the teacher ensured that pupils returned quickly to their work.

35. Teachers make good use of time, support staff and resources in Key Stage 1, where lessons are nearly always of a brisk pace with interesting resources, for example in history lessons in Years 1 and 2. Whilst there were good examples of pace and good use of resources in Key Stage 2, for example in the lesson on bees in Year 3, Key Stage 2 lessons were sometimes slow. In numeracy lessons, for example, the slow pace in mental maths sessions hindered the progress of pupils.

36. Teachers in both key stages use questions satisfactorily to check on pupils' learning throughout the lesson and at the final review session, although this could be more clearly focused on precisely what pupils had learnt. The use of homework is satisfactory but inconsistent. Good examples were seen in history and geography of homework being set which required pupils to carry out their own research.

37. The two unsatisfactory Key Stage 2 lessons seen, both in literacy, were characterised by a lack of confidence on the part of the teacher, low expectations which prevented pupils expressing and discussing their own views, slow pace, and teaching methods which failed to engage the pupils' interest.

38. The individual education plans for pupils with special educational needs have clear, concise targets, which are shared with pupils and reviewed regularly. Teaching is particularly well focused on specific needs when pupils are supported in lessons or withdrawn for additional help. Communication between teachers and support staff is effective, and this enhances pupils' learning.

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

39. The curriculum for the under fives is sound and is planned according to the nationally recognised areas of learning for children of this age, taking account of the desirable learning outcomes. It is extended to embrace the literacy and numeracy strategies. This is based on the advancement of children's skills, knowledge and understanding, and suitably incorporated into the National Curriculum programme of study. Effective planning with Year 1 ensures continuous learning which builds on children's past attainment.

40. The school offers a sound and relevant curriculum which includes all subjects of the National Curriculum. Changes in curriculum balance have been well managed in the face of new initiatives, so that sufficient time is still allocated to all subjects. The national strategies for literacy and numeracy have been adopted and their official frameworks are used to guide curriculum planning. Standards in reading are rising as a result of the literacy hour, although more detailed planning is needed to ensure that the development of writing skills is supported by provision across the curriculum.

41. There are elements of weakness in the planning of other subjects which limit pupils' achievement. The numeracy strategy has not been effective in raising standards in Key Stage 2 because the over-use of worksheets limits pupils' progress in applying numeracy skills and recording their results. Too few opportunities for pupils to apply their numeracy skills are planned into other subjects. Standards in science are affected by limited opportunities through the school for pupils to plan and carry out their own investigations, and they are not given enough responsibility for recording their results.

42. Information technology is not taught as a separate subject, so provision relies on individual teachers planning the required elements into other subjects. Failure to do so consistently was a weakness noted in the last inspection. There has not been enough improvement, and provision is unsatisfactory. There has been some progress in developing a scheme of work to guide teachers' planning, but it is not fully in place and too little use is made of information technology for pupils to reach the expected standard at the end of either key stage.

43. There are satisfactory policies and schemes of work to guide planning in other subjects, although a review of the geography scheme is needed to ensure that mapping skills develop sequentially without repetition. In Key Stage 2, little use is made of projects and research tasks in any subject to develop pupils' initiative and independence.

44. Sound provision is made for pupils' personal and health education. Relevant aspects of health education and drugs awareness are taught in science. For older pupils, there is a programme of study for sex education, with the assistance of a school nurse and the approval of the governing body and parents.

45. The support given to pupils with special educational needs allows them full and equal access to the curriculum. The Code of Practice regulations are fully met. Provision for formal interviews and regular contacts with parents are good and contribute well to their learning. Special needs co-ordinators from the primary and secondary schools meet to discuss the needs of pupils. This helps to ensure a smooth transfer to their next stage of education.

46. Provision for ensuring that all pupils have equal access to the curriculum is poor. The school has not yet successfully tackled a number of the curriculum issues identified in the previous report, and there are other areas for concern. Lack of storage space at the annexe continues to restrict the curriculum. There is still no large apparatus for physical education, and equipment for design and technology is very limited compared with the good provision on the main site.

47. No progress has been made in providing suitable access to outdoor play facilities for reception children on the main site. Provision for outdoor play for the Reception class at the annexe remains limited. There are differences between the provision for information technology at the two sites. Only the main site is linked to the internet, and computers at the annex are in need of replacement.

48. Pupils at the main site, who travel daily by bus, leave their classes before the end of the school day. On one day, during the inspection, these pupils missed as much as ten minutes teaching time. Pupils travelling by bus sometimes miss the prayer at the end of the session, and lessons are disrupted for others as the bus pupils leave the classroom. Pupils at the main site who have music tuition during school time miss the same lesson every week.

49. The school has recently formulated a policy to identify and support more able pupils. Gifted and talented pupils have been identified, but at present there is little evidence of specific planning to challenge and extend them.

50. The curriculum is extended effectively through a good range of out-of-school activities, in which many pupils take part. Coverage includes academic, musical and sporting activities, and this range has improved since the last inspection, when provision was satisfactory. There is a choir and instrumental groups, several sports clubs and school teams for local competitions, and clubs for modern languages and poetry writing. A good range of high quality visits is used to stimulate pupils' interest and raise attainment in the subjects concerned. There is very good contact with the local community to support, for example, fieldwork in geography and history. Contact with the Catholic community is particularly strong, and visitors from the local parishes and other walks of life present pupils with positive role models of citizenship. Recent events have included a Pentecost picnic with other primary schools in Bath, and an infant trip to the local library for history and geography work.

51. Contacts with the main receiving high school are very good. There are frequent meetings between staff, with significant collaboration in planning the Year 6 curriculum to ensure that leavers are well prepared for the next stage in their learning. After the Year 6 national tests have been completed, time is used to good effect for work in core subjects which the pupils will continue at the high school. Year 6 pupils round off their final year with a creative arts project at the high school, returning to perform the resulting dance drama for their own school, led by the high school's liaison teacher. St. John's pupils have also been involved in country dancing at Blaise Castle with other primary children. At the lower end of the school, Reception class teachers visit pre-school groups to see the children they will be teaching, and new pupils are inducted gradually into full-time education.

52. Good provision is made for pupils' spiritual, social and cultural development, and sound provision is made for their moral development. Pupils' spiritual development is supported by the calm, peaceful learning environment established in most classes, prayers at the end of each session, acts of collective worship, community masses, First Communion celebrations, and assemblies. Within the curriculum there are good opportunities for reflection, as, for example, when pupils write reflective poetry. A Year 5 pupil wrote 'The gloomy darkness invades the sky', when pupils were considering their responses to 'night'. Visits by poets, authors and beekeepers are further good examples of the school's provision.

53. The strong Catholic ethos of the school supports pupils' moral development. Pupils are actively taught the difference between right and wrong. The very good relationships that exist between teachers and pupils, and the good example set by all who work in the school, support pupils' moral development. School and classroom rules are displayed throughout the school, and teachers reinforce the school's values within the classroom. However, the school's behaviour policy is not consistently applied outside the classroom, and pupils are not given enough opportunities to take responsibility for their own behaviour, or to influence the actions of others.

54. In providing for their social development, the school gives pupils many opportunities to appreciate and to contribute to the local community, for example through local visits, taking part in the local Children's Day of Dance, and millennium celebrations with other schools. Other good examples of this provision are links with the secondary school to which most pupils transfer, carol services, and delivering harvest parcels to the local homeless and elderly.

55. Pupils are also given many opportunities to contribute to the wider community through collecting for charities such as the Marie Curie Foundation, a project which caters for poor children in Brazil, and the annual Poppy Appeal. The social development of Year 6 pupils is further enhanced through an annual residential trip. Pupils are given an understanding of citizenship and responsibility through workshops on combating prejudice, discussions about the environment, and the newly formed Watch Club, which raises awareness of conservation. However, older pupils do not have enough opportunities to show initiative within the daily life of the school.

56. Throughout the school, pupils are encouraged to appreciate and develop their knowledge of British culture and traditions. There are well planned visits to places of cultural and historical interest, and pupils also have opportunities to develop an understanding of the diversity and richness of other cultures and traditions. Links with Brazil, French and Italian clubs, and visits from people of other cultures, are some good examples of the school's concern for this area of pupils' development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

57. The support, guidance and welfare provided to pupils is inconsistent. Some aspects are very positive, but others have shortcomings. Individual class teachers have a close knowledge of their children, maintain close and caring relationships, and, particularly in Key Stage 1, exercise firm control of behaviour. Pupils with special educational needs are well supported and make good progress. In some important respects, however, the school is not providing a safe and secure environment for its pupils. Child protection procedures are unsatisfactory. There has been no recent training, and several newer staff, both teaching and non-teaching, are not fully aware of procedures. The headteacher is the designated person, but is awaiting training. There is no designated second person at the annexe, and no staff handbook to provide induction for teachers new to the school. There are too few trained first aiders, and there is no up-to-date list of children with medical conditions.

58. A number of serious health and safety issues were identified, several of which have been outstanding since the previous inspection. A number of additional health and safety concerns were noted, and all were brought to the attention of the headteacher and chair of governors. The lack of a permanent caretaker has undoubtedly contributed to this situation and caused the headteacher to spend an inordinate amount of time on daily safety matters. All these matters need urgent attention even though the school is actively searching for a new site.

59. The management of behaviour and attendance is also inconsistent. Attendance is good, but the procedures for monitoring and recording absence are unsatisfactory. Registers are sometimes taken at different times - for example, in or after assemblies - and sometimes not taken at all in the afternoon. Latecomers do not always report as required to the office before joining their class in the main school. Not all teachers are correctly maintaining registers in accordance with statutory guidelines and there has been little improvement since the last inspection. The management of behaviour varies in its effectiveness. At the annex, it is tightly controlled and children behave very well; in the main school this is largely but not universally true. Pupils are involved in writing class rules which are posted in each classroom. A clear system of rewards and sanctions is valued by pupils. For example, certificates for good work and behaviour were handed out by the headteacher in assembly. Sensible guidelines and safe working practices are observed on trips and scientific investigations.

60. However, once close control is lifted, for example in unsupervised movement around the school or in classroom groups not working with an adult, behaviour and concentration can lapse. Pupils' self discipline does not always match what is required of them. There are, understandably, some parental concerns about playground bullying between Year 5 and Year 6 boys and about the conduct of some pupils in Year 4 at the main school. The school has begun to address this issue, and a training program introduced to ensure a consistent approach amongst all staff including lunch time supervisors.

61. Behaviour on the coach, provided by the local education authority, between the school and the annexe is a cause for concern amongst parents, although the behaviour has improved recently. The lack of any adult in addition to the driver means that supervision is difficult and there would be nobody in charge in an emergency. Too few opportunities are offered for pupils to develop independence and initiative, although when it is offered pupils are keen to take up the opportunity, for example in acting as servers for Mass or reading the lesson in church. Little evidence was seen of pupils engaging in their own research or independent learning - the poor library facilities do not help in this. Enabling pupils to take up responsibility would help them regulate their individual behaviour.

62. Procedures for monitoring and supporting pupils' academic progress are unsatisfactory. The school has not made enough progress in implementing whole-school policies since the previous inspection. The school has already identified assessment as a priority for development during the academic year 2000 - 2001. There are a few examples of good practice, but systems are not used consistently in all classes. Record keeping is haphazard and links between assessment and planning are not well established. The annual written reports on pupils' progress are of inconsistent quality. Some give a clear indication of the standards children have reached and suggest areas for improvement. Others are expressed in glowing terms, but give parents little idea of how their child is performing, and offer no guidance for the future.

63. Annual testing has been introduced in Years 3, 4 and 5 in English and mathematics, in addition to the statutory tests and assessments at the end of each key stage. Procedures for assessing progress in reading and writing are satisfactory but used inconsistently, particularly in analysing the performance of those pupils capable of attaining at the higher levels. Systems for assessing pupils' speaking and listening skills are not yet established. There is no whole school approach to assessment in mathematics and science. As a result, teachers' planning does not build securely on what pupils already know and can do. For example, in science, the same task is given to pupils across a wide range of attainment and pupils capable of higher attainment are not consistently challenged.

64. There are no established whole school procedures for assessment in information technology, nor in other subjects, although individual teachers set assessment tasks at the end of units of work, in subjects such as history. Some individual teachers assess and record pupils' progress well, but there is no formal system for passing such information to the next class teacher. Assessment practice remains inconsistent and senior managers do not have an adequate overview of individual and group progress. Analysis of test results to identify strengths and weaknesses in teaching and learning has only just begun. The school has developed a marking policy, but inspection evidence shows that the quality of marking is inconsistent, and often gives insufficient guidance to pupils on how they should improve their work.

65. There are good procedures for assessing and recording the progress of children under five in the Reception classes. There is good use of assessment procedures to identify pupils with special educational needs, and the co-ordinator maintains a register of special educational needs pupils. There are good procedures for placing pupils on the register, keeping parents informed, and reviewing progress regularly. The school meets the requirements outlined in pupils' statements of educational needs. The school has recently agreed a policy to identify and support more able pupils. A number of gifted and talented pupils have been identified, but there is little evidence of specific planning to challenge and extend them.

66. Procedures for monitoring and supporting pupils' personal development are satisfactory. Although there are few formal records, the teachers and support staff know the pupils well. Individual achievement is recognised in class, and in school assemblies. The school actively seeks advice and support for those pupils identified as having emotional and behavioural special needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

67. Parents' views of the school are very positive. They are particularly happy that their children enjoy coming to school, and they believe that there is good teaching, that their children make good progress, and that the school is open to their concerns. Parents who replied to the inspection survey and attended the pre-inspection meeting sought improvements in extra-curricular activities, the amount of homework, behaviour in the main school, the partnership between school and home, and the school's leadership and management.

68. Evidence gathered during the inspection shows that the setting of homework is inconsistent, and that whilst there have been improvements in behaviour in the main school playground, there are still some instances of unacceptable behaviour. Inspectors also concluded, however, that the school offers a wide variety of high quality extra-curricular activities, that there was an effective partnership with parents, and that the management and leadership of the school is satisfactory, although some improvements are required.

69. The information for parents is satisfactory. A draft prospectus is informative, as is the Governors' annual report to parents, although both have some statutory omissions such as national comparisons for national curriculum assessments. There are some informal newsletters to tell parents about work their children will be covering, but this is not done consistently across the school. Annual reports vary in quality; some are informative, others lack targets, do not report fully on foundation subjects, or overuse praise. Home-school reading records are used. An annual meeting is held on each site when teachers discuss the forthcoming year's work with parents. Parents of pupils with special educational needs are fully involved in the reviews of their children's progress.

70. Links with parents are satisfactory. The home-school agreement is detailed, but some parents feel that the arrangements for homework are not always followed. Inspectors found that homework is sometimes used well and consistently but not always or throughout the school. Some subjects such as history and geography set homework which involves research. A small number of parents help regularly in school with reading or cooking, and were thanked in a charming infant assembly where they were given bouquets of flowers. Parents also go on school trips, and the Friends of St. John's are active in raising funds for the school.

71. A few parents who have children at both sites find that there is sometimes a lack of liaison, when events such as mass are arranged at the same time. Parents have to make a difficult choice between supporting their children at the annex or at the main school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

72. The headteacher provides sensitive and caring leadership and is committed to raising standards. The management of the school is complicated by the fact that it is accommodated on two sites, two miles apart. Since his appointment in September 1998, the headteacher has taken steps to develop a sense of community which embraces both sites, but this is still an area for development. The roles of the deputy head and senior management have been more clearly defined since the last inspection but precise roles have yet to be determined in order that they can fully play their role in school improvement.

73. The school has explicit aims which focus both on academic and personal development within the Catholic faith. It achieves many of these aims. There are good relationships throughout the school, and high standards are achieved in English. The accommodation on two sites, however, means that not all pupils have equal access to the curriculum, and this is a weakness of the school.

74. A planned programme of monitoring teaching has not been carried out because of staff illness and other priorities facing the school. Limited monitoring has been undertaken by the headteacher, and more formal and regular procedures are planned for the autumn. Co-ordinators are not given time to monitor the quality of teaching and learning in their subjects. The co-ordinators for English and mathematics do, however, monitor planning, and this is beginning to happen in other subjects. The arrangements overall, however, are at present unsatisfactory.

75. The school development plan has detailed aims for the current year with outline plans for the following two years. It has clear priorities, costings and success criteria, although these do not always have an impact on standards. Some health and safety concerns have been addressed in the main school, although others still remain. Progress towards meeting the priorities is regularly reviewed by the headteacher and the governors' curriculum committee. The school is, for example, currently concerned at the standards in mathematics in Key Stage 2 and is reviewing teaching and learning in the subject, with a view to introducing changes in September.

76. All those connected with the school community - staff, governors and parents - are committed to school improvement. However, the school's plans and policies designed to meet these aims are not applied consistently across the school. The governing body fulfil their statutory duties and played an important role in shaping the direction of the school when

they appointed the present headteacher. They have a very good understanding of the strengths and weaknesses of the school and have recently increased the pressure to find a new school site. They do not, however, have formal procedures for monitoring the quality of education provided by the school and do not, therefore, have enough impact on school improvement.

77. The co-ordination of provision for pupils with special educational needs is good. The school cares well for pupils needing particular attention in their learning. However, provision of support for pupils with behavioural problems in a Year 4 class is not sufficient to ensure their learning, or to stop them disrupting the learning of others. There is good and appropriate liaison between the special educational needs co-ordinator, classroom teachers, classroom support assistants, and outside agencies. The special needs governor is fully involved in this area of the school's provision. He meets regularly with the co-ordinator, and keeps the governing body fully informed.

78. Although there are regular staff meetings, subject co-ordinators are not able to monitor their subjects effectively in all classes. Co-ordinators on the annexe site, for example, have limited contact with classes in Years 5 and 6. Liaison between the two sites has some shortcomings, and staff do not always feel fully informed. The governing body and senior management team have not successfully tackled the equal opportunities issues identified in the previous report.

79. Staffing is adequate to teach the national curriculum effectively. There are 14 full-time teachers and one part-time teacher, all suitably trained for the age range. The school has undertaken a number of professional development courses for teachers such as in literacy and numeracy, continuity and progression in the curriculum, and training for support staff in helping children with special educational needs. Teachers need further training to apply the numeracy strategy more effectively at Key Stage 2 and to use information technology in all subjects. The induction of new teachers is satisfactory, although the split site has led to practical difficulties with mentoring.

80. Resources are patchy but satisfactory overall. In some areas such as science, maths and history they are satisfactory, but in information technology they are unsatisfactory. There are not enough computers for the number of pupils and software is not being fully put to use. The teaching of music is adversely affected by insufficient resources. Resources for English are, broadly speaking, adequate but there are weaknesses in class readers and the Key Stage 2 library. The annex lacks suitable resources for design and technology and physical education, notably larger equipment such as climbing frames.

81. Accommodation is poor and is having a negative effect on children's learning. All classes in the annexe are in temporary accommodation and pupils use the parish hall during the day, which restricts the use of large physical education equipment. The main building is in a poor state of repair and cleanliness, and contains some serious health and safety hazards. Neither site has a suitable play area for early years children, or a computer suite.

82. Resources for special educational needs are satisfactory. The co-ordinator is developing the use of information technology to support pupils' learning. Specific grants received by the school for additional support for pupils with statements of educational need are being used effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Key Issues

83. To raise standards, the headteacher, governors and staff should:

- Improve standards in mathematics by:
 - * fully implementing the National Numeracy Strategy;
 - * placing a greater emphasis on written presentation so that pupils are aware of their own learning;
 - * raising teachers' expectations of what higher attaining pupils can achieve.
- Improve standards in information technology by:
 - * implementing a scheme of work, and applying it in their subjects;
 - * improving the quantity, quality and range of resources;
 - * ensuring that staff have the necessary expertise to teach all elements of the scheme.
- Improve the welfare, support and guidance offered to pupils by:
 - * immediately addressing the concerns raised with the headteacher about health and safety;
 - * arranging child protection training for all staff, including the non-teaching staff, which will include regular updates and refresher courses, and appointing a designated officer in the annex;
 - * strengthening the behaviour management skills of the midday supervisors and monitoring the application of the behaviour policy to ensure that it is used consistently across the school;
 - * involving pupils in regulating their own behaviour;
 - * ensuring that procedures for monitoring attendance are applied consistently across the school.
- Improve the school's system for monitoring the quality of education it provides, by:
 - * introducing a regular programme of monitoring teaching and learning by the headteacher, senior management team, and subject co-ordinators, providing training where necessary;
 - * ensuring that all members of the senior management team have precise responsibilities in monitoring school improvement, and for the consistent application of school policies;
 - * introducing formal arrangements for the governors to monitor the quality of education provided, so that they can have a positive impact on school improvement.

- Improve the systems for monitoring learning and supporting pupils' progress by:
 - * establishing assessment procedures which accurately measure attainment;
 - * keeping records of pupils' progress in all subjects, so that their learning can be tracked as they move through the school;
 - * using assessment information to set realistic targets and guide teachers' planning in such a way that work – including that for higher attaining pupils – builds on what pupils have already achieved;
 - * ensuring that procedures for assessment, record keeping and marking of pupils' work are used consistently across the school.

- Take steps to provide all pupils with equal access to the curriculum by:
 - * ensuring that those pupils who use the school coach do not miss lesson time;
 - * improving resources for information technology throughout the school and for physical education and design technology at the annex;
 - * making appropriate provision for outdoor play for all children in the foundation stage;
 - * improving liaison between the two sites, strengthening curriculum and social links, and ensuring consistency of provision.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	54

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	22	45	28	3	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	363
Number of full-time pupils eligible for free school meals	0	33

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	49

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
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 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	20	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	23	23	23
	Girls	20	20	20
	Total	43	43	43
Percentage of pupils at NC Level 2 or above	School	98 (97)	98 (99)	98 (86)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	23	23	23
	Girls	20	20	19
	Total	43	43	42
Percentage of pupils at NC Level 2 or above	School	98 (97)	98 (96)	95 (93)
	National	82 (80)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest 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	30	25	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	22	20	21
	Girls	23	21	23
	Total	45	41	44
Percentage of pupils at NC Level 4 or above	School	82 (81)	75 (60)	80 (72)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	23	23	25
	Girls	24	24	24
	Total	47	47	49
Percentage of pupils at NC Level 4 or above	School	89 (83)	85 (84)	89 (69)
	National	68 (65)	69 (59)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	18
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	286
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	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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:

YR – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	24
Average class size	26

Education support staff:

YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	85

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
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	589490.00
Total expenditure	578219.00
Expenditure per pupil	1560.00
Balance brought forward from previous year	17931.00
Balance carried forward to next year	29202.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	458
Number of questionnaires returned	188

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	34	6	1	1
My child is making good progress in school.	49	42	5	3	2
Behaviour in the school is good.	36	51	11	2	1
My child gets the right amount of work to do at home.	32	49	14	4	1
The teaching is good.	51	40	5	1	2
I am kept well informed about how my child is getting on.	39	49	5	1	2
I would feel comfortable about approaching the school with questions or a problem.	59	36	4	1	1
The school expects my child to work hard and achieve his or her best.	58	32	7	2	1
The school works closely with parents.	35	51	11	3	1
The school is well led and managed.	36	47	10	3	3
The school is helping my child become mature and responsible.	42	48	6	2	2
The school provides an interesting range of activities outside lessons.	12	38	30	12	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

84. Children enter the Reception classes, one on each site, at the beginning of the year in which they become five. Most have had pre-school experience in the local playgroup or a private nursery. Attainment for most children, on entry to school, is above average. This is reflected in the scores obtained in the baseline assessments taken shortly after a child's entry into Reception class. At the time of the inspection there were only five children under statutory school age, so no first-hand judgements are being made on the learning of pupils aged under five.

85. On the evidence of a review of planning and interviews with the co-ordinator and other staff, the provision for children under five was judged to be satisfactory. The outside play area and equipment, however, are unsatisfactory on both sites, which prevents the implementation of a full outdoor curriculum and hinders the development of children's gross motor physical skills. One of the reception classes has the support of a qualified nursery nurse, whilst the other receives the help of a general learning assistant.

86. The curriculum for the under fives is satisfactory. It is planned according to the nationally recognised areas of learning for children of this age, taking account of the desirable learning outcomes. The curriculum is extended to embrace the literacy and numeracy strategies. It is based on the advancement of children's skills, knowledge and understanding and suitably incorporated into the National Curriculum programme of study. Effective planning with Year 1 ensures continuous learning which builds on children's past attainment.

87. There are sound procedures for assessing children on a day-to-day basis to check their progress and plan what they need to do next. Planning is not, however, balanced in such a way as to include well-planned regular outdoor play opportunities for the under fives. The school has an early years' policy statement, and the co-ordinator has a clearly defined responsibility and a clear direction for future development.

88. The quality of teaching in the reception class is consistently good. The teachers and support staff work well together as a team. Extra support by a student and parents is well organised and used to good effect. The teachers have high expectations of children in most areas of learning. Long, medium and short-term planning is systematically linked to the required programme for children of varying needs and abilities.

89. The indoor resources for the under-fives are generally satisfactory and accessible. The available resources are well organised and used effectively to support progress in all areas of learning except the outdoor play, for which the resources are unsatisfactory. The reception classes are spacious and imaginatively organised into logically defined and visually attractive areas to enhance children's learning. The displays are stimulating and used as a good learning resource.

ENGLISH

90. Standards attained by seven year olds have been well above the national average since 1996. In the 1999 National Curriculum tests at the end of Key Stage 1, the number of pupils reaching Level 2 or above was very high in reading and well above average in writing, compared with schools nationally and with schools whose pupils are from similar backgrounds. The number reaching Level 3 was close to the national average in writing, but well above average in reading. Over the last four years, the performance of girls has been well above average for their age group nationally in reading and writing. The performance of boys has been well above average in writing compared with boys nationally, while their attainment in reading has been very high. Inspection evidence indicates that standards reached by pupils presently in Year 2 are well above average overall in speaking, listening, reading and writing.

91. Standards of 11 year olds have been above the national average overall since 1996. In the 1999 national tests at the end of Key Stage 2, the number reaching Level 4 or higher in English was above the national average, and well above the average of schools whose pupils are from similar backgrounds. The number reaching Level 4 was well above the national average. Compared with girls nationally, the attainment of girls was well above average over the last four years at ages 7 and 11. The attainment of boys was close to the national average for boys over this period, but their performance at 11 was lower than predicted when they were seven, when their attainment was very high in reading and well above the national average in writing. Inspection evidence indicates that boys make good progress in reading through the key stage, and their attainment remains high. The relative decline in their standards overall is because they are less successful in writing.

92. Boys make satisfactory progress in writing in Key Stage 2, but their attainment is lower than predicted at seven because they are less attentive and some are easily distracted when working independently. Older boys generally take less care in checking the accuracy of their work, which lowers the standards they reach in extended writing. Standards reached by pupils presently in Year 6 are well above average overall in speaking, listening and reading, and above average in writing.

93. Pupils have good speaking skills when they enter school, and become progressively more confident in speaking to different audiences for a widening range of purposes. Pupils in reception learn to listen closely to their teacher and follow instructions. Some Year 1 pupils are such confident speakers that they find it difficult to wait for their turn in discussions, but teachers are consistent in handling this firmly and patiently. One group responded with great enthusiasm when taking roles in a puppet play.

94. By seven, most pupils listen to others respectfully and co-operate well in discussions. They speak clearly, using standard English, and explaining their ideas in full when prompted. Pupils in Key Stage 2 develop the more formal style appropriate for class discussions, and relate well to their audience when explaining their ideas. Their vocabulary is very good, and most use technical terms accurately when discussing texts. Opportunities to extend their experience through role-play in drama are infrequent, but Year 3 pupils

showed keen insight into lives in the past when acting out roles in a history lesson. By 11, most pupils express themselves clearly and confidently in standard English when speaking to larger groups for formal purposes. High standards in speaking help their learning in other subjects. They negotiate effectively with others to complete group tasks, and explain complex processes, using technical terms correctly.

95. Across the school, pupils show a strong interest in books of all kinds. From reception onwards, pupils are systematically taught the relationship between letters and sounds, and the majority make good progress through a collection of graded readers. Pupils reach high standards at seven because they are given frequent individual instruction in school and most parents support them well at home. Their progress is monitored closely and reading books are matched to their needs. Skills in sounding out new words are very firmly established, and as a result pupils cope well with texts that are generally more difficult than usual for their age. Pupils with special needs are given additional help, in class and when withdrawn, and make good progress through the school.

96. In Key Stage 2, most pupils transfer successfully from the reading scheme to clearly graded free readers. Many parents continue to give very good support by discussing books and helping their children follow up interests in the local libraries. By 11, the majority of pupils read longer texts silently with good concentration. Most have well developed preferences and talk about favourite authors with enthusiasm. Most attempt to read aloud with dramatic expression. Standards of comprehension are very good, and the ability to explain connections and make comparisons with other books is well above average. A weakness in attainment overall is that library skills are underdeveloped, reflecting the limitations of the junior school library. Pupils' learning in other subjects is helped by their very good reading skills, although they do not have enough opportunities to carry out independent research using information books.

97. Throughout the school, pupils learn to write for an increasingly wide range of purposes and audiences. Keen enjoyment of a recent visit to the zoo stimulated Year 1 pupils to write long accounts of highlights, taking care to spell animal names correctly. In Key Stage 1, the amount of extended writing is less than generally found, though there are good examples of stories and factual writing, such as the leaflet *All about fish* by a Year 2 pupil. By seven, standards of accuracy in spelling and punctuation are well above average. Most pupils write with good control, and most achieve a joined, legible style by the end of Year 3.

98. In both key stages, there is less word-processing than generally found. Poetry writing is a particular strength, and the school has a good reputation for poetry published in regional anthologies of children's work. Year 5's poems on the delights of eating fruit express vivid sense impressions through a mouth-watering choice of words and images. Creative projection into other lives is very effectively used to promote learning in history and religious education, for instance picturing the birth of Jesus through the eyes of the inn-keeper's wife. Pupils with special educational needs make good progress because teachers plan lessons and organise their classrooms so that these pupils have appropriate work and adequate support whilst taking a full part in class activity.

99. Pupils are taught the skills of planning, drafting and proof-reading, but much of the writing in both key stages is in response to worksheets. Pupils have sound knowledge of grammar, but the high proportion of focused exercises reduces opportunities for applying such knowledge in real writing. This results in fewer pupils than expected reaching the

higher levels in either key stage. A recent increase in opportunities at Key Stage 1 has led to a rise in standards, but pupils aged 11 are underachieving in extended writing. Teachers in Key Stage 2 do not place enough responsibility on pupils for checking their own work for accuracy, and this lowers the standards reached by boys in particular. Standards of presentation in everyday work are too low in Year 6, where handwriting is often untidy, concealing errors in spelling and punctuation, both in English and in other subjects.

100. Teaching is consistently very good in Key Stage 1. Of the seven lessons seen, five were very good and two were good. Lessons closely follow the recommended structure of the literacy strategy, with well-defined targets frequently emphasised so that pupils understand what they are to learn. As a result, they are confident in applying new knowledge in practical tasks.

101. The quality of teaching is more varied in Key Stage 2, although it is satisfactory overall. Of the ten lessons seen, teaching was very good in one, good in two, satisfactory in five and unsatisfactory in two. Lessons are planned in detail so that time is used effectively and activities are organised carefully to keep pupils actively involved. In the unsatisfactory lessons and some others, a significant weakness is that discussions and tasks are too closely directed by the teacher, which limits pupils' initiative. In discussions and end-of-lesson reviews, for instance, pupils are asked questions to which only a brief answer is possible, so they do not have opportunity to use their very good speaking skills to explore ideas in depth. In writing tasks, they are given either too much guidance, so that their response is pre-determined, or too little guidance, so they do not extend what they know already.

102. Teachers in both key stages are most effective in teaching the word and sentence level targets of the literacy framework, and this leads to high standards in reading and very good knowledge of grammar. This focus is generally well planned and resourced, and such qualities were an excellent element in a very good Year 2 lesson, made highly effective by insistent and briskly paced interaction that challenged pupils at all levels of attainment.

103. Teachers read aloud well, helping pupils' understanding and raising their interest in books. In studying the sample text, however, more emphasis needs to be given to showing pupils how complex forms of writing are constructed. Writing tasks need to be more closely related to this phase of the lesson, so that pupils apply for themselves what they have just learned. An example of very good practice was seen in a Year 4 lesson, where a careful explanation of how to structure an argument in a letter of persuasion resulted in writing that accurately reflected the key features. Generally, though, the development of skills in different forms of writing needs to be planned in more detail through Key Stage 2, in English and in other subjects.

104. The standard of behaviour in most lessons is good, which enables pupils to concentrate on individual tasks in reading and writing. Some teachers, however, discourage pupils' independence and responsibility for their own work by supervising the whole class rather than giving in-depth support to one or two groups. Stricter use needs to be made of rotas to guide teachers' support during group tasks and pupils' performance in the final review of the lesson.

105. Teachers give encouragement well in marking pupils' work, but in some cases high praise for ideas is not matched by rigour in identifying language weaknesses. Much marking is ineffective because teachers do not regularly require corrections or set further work to

improve standards. Assessment information is best used to match tasks to the attainment level of pupils with special needs, which helps them make consistently good progress. By contrast, targets are not defined closely enough for pupils in other groups across the range of attainment, and standards in writing suffer because progress cannot be measured against a precise expectation for each group. This weakness was also noted in the previous inspection. Though there are examples of good displays for English in some classrooms, displays are used much less than usual to celebrate pupils' best work and so stimulate them to higher standards.

106. Management of the subject is satisfactory. The National Literacy Strategy has been implemented and all classes have a daily literacy hour. Planning is guided by the official framework and monitored by the co-ordinator. There has been some monitoring of teaching, but more is needed to identify inconsistencies, and teachers need to discuss best practice in more detail. Assessment procedures are used effectively to guide progress in reading, though the present recording system does not allow easy monitoring of the reading choices of older pupils for suitability of quality and range. More use needs to be made of assessment information on writing to set tasks at the appropriate level.

107. Progress in speaking is assessed informally, but planning does not include tasks that build on pupils' strengths and remedy weaknesses. Good quality reading resources have been purchased for the literacy hour, but many books in all classes are worn and out of date, and the reading stock needs a rigorous review. There has been no improvement in the quality of the library since the last inspection, and it remains inadequately stocked. This makes it difficult to raise pupils' levels of academic independence by setting them research tasks, and the library remains an underused resource.

108. The curriculum is very effectively extended through high quality visits and visitors, such as poets and performers, including a visiting production of *Macbeth*. The subject makes a good contribution to pupils' cultural development.

MATHEMATICS

109. Results of the 1999 National Curriculum tests show that by the age of 11, pupils' attainment was close to the national average and to the average for schools with pupils from similar backgrounds. The number of pupils achieving Level 5 or above was also close to the national average. Results of 1999 National Curriculum tests for seven year olds show that attainment was well above the national average, with 98 per cent of pupils reaching Level 2, as was the number of pupils reaching Level 3 and above.

110. These results show a very significant improvement in standards at the end of Key Stage 1 since the last inspection. This is because of improvements in the quality of teaching and the successful use of the National Numeracy Strategy to develop pupils' skills and to challenge their thinking. The structure and challenge of the strategy is not yet fully in place in Key Stage 2 and is not, therefore, having the same impact on pupils' learning.

111. Inspection evidence shows that standards achieved by pupils currently in Year 6 are below national expectations, with more than 35 per cent of pupils working at a level below that expected for the age group. Fewer pupils are working at the higher level than in 1999. Although pupils' mental strategies are developing appropriately, their recording skills are

below national expectations. Pupils in Key Stage 2 do not present information and results in a clear and organised way, explaining the reasons for their presentation. Teachers do not expect enough from pupils in this respect, and depend too much on photocopied sheets. This, in turn, does not allow pupils to assess their own learning, or for teachers' marking to show pupils what they can do to improve.

112. Pupils enter the school with above average levels of attainment in mathematics. They make very good progress in reception, which provides a good foundation for their learning in Key Stage 1. Standards of work seen in Key Stage 1 show that those of pupils currently in Year 2 are above national expectations, with more pupils working at the higher levels than in 1999. Improved standards in this key stage are the result of consistently good teaching, pupils' good behaviour and attitudes, and the way teachers focus on developing pupils' mental skills within well-structured numeracy hours.

113. Pupils develop a confident understanding of number systems and become increasingly proficient in mental computation as they move through Key Stage 1. This is a strength of the teaching. Pupils benefit from regular practice at the start of lessons and from frequent opportunities to discuss different strategies. Where teaching is most effective, it is lively, has a brisk pace, challenges pupils with carefully targeted questions, and enables the more able pupils to make rapid progress. A very good example of this was seen in a Year 2 lesson where pupils were challenged to work out strategies for subtracting 8 from 24. Many pupils subtracted 4 from 24 to get 20, and another 4 from 20 to get 16. Another very good example of effective teaching saw reception pupils counting backwards from 20 to 16 to find the answer to $20-16$. Pupils with special learning needs are well supported by well-trained support staff, and this enables them to make good progress in their learning.

114. By the end of Year 2, all pupils gain a good grasp of number facts to 20 and beyond. Most have begun to understand the place value of each digit in a number and use this to order numbers up to 100. They recognise sequences of numbers, including odds and evens. More able pupils use more advanced mental strategies, such as partitioning and recombining to add two-digit numbers.

115. At Key Stage 2, progress made by pupils in lessons during the inspection was satisfactory. However, other evidence, such as an analysis of pupils' work and teachers' planning, indicates that teaching is not supported by effective assessment procedures, which would help to ensure the progressive development of pupils' skills and understanding year on year. This weakness in provision means that teachers do not always provide work which challenges pupils of differing attainment at appropriate levels. This is particularly true in the case of pupils of higher attainment, who are not provided with the challenge which would allow them to make the progress of which they are capable. Pupils make satisfactory progress in developing skills in analysing patterns in numbers, extracting and interpreting data, and solving numerical problems.

116. By the end of Year 6, most pupils use a range of mental methods of computation with the four operations, including mental recall of multiplication tables. They add and subtract decimals to two places and have begun to use simple formulae expressed in words. Higher attaining pupils work out the formula for finding the area of a triangle. Most pupils develop a sound understanding of probability and interpreting graphs, including pie charts, and draw conclusions.

117. All aspects of mathematics, except for the ordered presentation of work in Key Stage 2, are given appropriate consideration. In some classes, pupils have too little time to develop their own strategies for solving problems, and for using these strategies both in working within mathematics and in applying mathematics to practical contexts. In a very good lesson, pupils in a Year 3 class worked enthusiastically with the teacher and each other to compare the sizes of angles, recognising right angles, acute angles and obtuse angles in turns. With success behind them, they went on to gain a good understanding of clockwise and anti-clockwise turns.

118. The quality of teaching and learning is consistently good in Key Stage 1. Of the seven lessons seen, teaching was very good in three and good in four. Teaching is satisfactory in Key Stage 2, lacking the consistency of the good teaching seen in Key Stage 1. In the eight lessons observed, teaching was very good in one, good in two, and satisfactory in five. The impact of good teaching on the quality of learning in a Year 4 class is often disrupted by the inappropriate behaviour of a significant minority of pupils.

119. Common features of the best lessons are teachers' positive rapport with pupils, high expectations of work and behaviour, and lively presentation, which captures the interest of all pupils. In addition, pupils benefit from clear explanations of strategies to develop successfully their mental skills. Teachers plan activities to build on learned skills, and allow scope for individual learning and reflection. Most pupils in the school are keen to learn, and their good behaviour and attitudes make a positive contribution to their learning.

120. The management of the subject has not ensured the successful implementation of the National Numeracy Strategy throughout the school. Nor has it achieved consistency in teaching, or clear assessment procedures to be used in setting targets for individual pupils. As a result, inspection evidence and the results of the most recent tests show that the school has not met its target for this year at the end of Key Stage 2. Pupils' learning is effectively supported by work in other areas of the curriculum, such as science and geography. The use of information technology as a tool for learning, however, is underdeveloped.

SCIENCE

121. Results of the 1999 national tests at the end of Key Stage 2 show that the proportion of pupils reaching Level 4 was close to the national average. The percentage of pupils achieving the higher level in the tests was above the national average. As a result, overall levels of attainment were also above the national average and above average in comparison with those in similar schools. Results have improved since 1996, and the overall trend is similar to that found nationally. Test results in 1999 were good, and teachers identify this as being a strong year group.

122. At the end of Key Stage 1, results of the 1999 National Curriculum teacher assessments showed that the percentage of pupils achieving Level 2 was well above the national average, and above average when compared with similar schools. The percentage of seven year olds achieving at Level 3 was below the national average and well below the average for similar schools.

123. Inspection evidence indicates that standards are at the expected level for pupils aged seven and eleven. At Key Stage 1, pupils' knowledge and understanding of science is above average, but investigative skills are not as well developed. The school has identified this as an area for improvement. At Key Stage 2, the proportion of pupils achieving at the higher level is broadly similar to that found nationally.

124. By Year 2, pupils understand how to construct simple circuits, for example to light a single light bulb, and know that metal objects conduct electricity and that a battery stores electricity. They understand some of the dangers of 'mains' electricity. In a good Year 2 lesson, pupils experimented enthusiastically to light two light bulbs in series and then in parallel. Pupils gain a secure understanding of the properties of materials. They develop a good understanding of classification of living things and can define terms such as 'mammal'. They enjoy learning and using new words such as 'amphibian', 'mollusc', and 'invertebrate'.

125. Work is suitably based on practical activities, but teachers depend very heavily on worksheets for pupils to record their work. Frequently, pupils of all levels of attainment complete the same sheet. Higher attaining pupils, in particular, do not get enough opportunity to begin to plan their own experiments or to record their work independently.

126. By Year 6, pupils have a sound understanding of all aspects of the National Curriculum. They understand that different plants and animals are found in different habitats, and conduct investigations of living things, such as the wood louse. They know how to draw simple electrical circuit diagrams, and show a satisfactory understanding of the use of switches. Pupils benefit from a study of aspects of health and hygiene. Eleven year olds understand the importance of healthy eating and exercise.

127. Most lessons suitably involve practical activities, although there is little evidence of pupils learning to carry out the whole process of investigation independently. They have little opportunity to test their own ideas, or to choose apparatus and equipment independently. By the end of the key stage, however, most pupils have gained a sound understanding of how to carry out a simple experiment. They understand the importance of fair testing, and the need to vary one factor while keeping others the same. Pupils record results systematically and begin to draw conclusions that are consistent with the evidence. In a Year 6 lesson, for example, pupils tested a number of commercial products, such as washing up liquids, nail varnish and kitchen roll, and could explain their findings clearly, drawing conclusions based on their results. Only a few lower-attaining pupils needed help from the teacher in establishing a fair test and in recording their results. The standard of presentation of written work is unsatisfactory in some Key Stage 2 classes, and does not match the higher standards found in Key Stage 1.

128. Teaching is good at both key stages. Of the six lessons seen in Key Stage 1, teaching was very good in two, good in three and satisfactory in one. Teachers use resources effectively to interest and motivate pupils, and there is a very good emphasis on practical experience. In most lessons, teachers are careful to use and develop the correct use of subject vocabulary. Pupils show interest and enthusiasm for practical work, and work together sensibly. Most teachers extend pupils' scientific understanding skilfully through questioning, and sensitively share the excitement and wonder of discovery with the pupils. For example, when pupils found that they could use metal spoons to complete an electrical circuit, the teacher shared the excitement, and then helped the pupils to explain what was happening.

129. Of the six lessons seen in Key Stage 2, teaching was very good in two, good in three and satisfactory in one. Where teaching was best, lessons were exciting, pupils were enthusiastic and involved, and learning was reinforced through practical experience. Year 3 pupils, for example, were fascinated and absorbed, making very good gains in learning, throughout a very good lesson involving a visiting beekeeper. Pupils' probing questions showed that the teacher had prepared them very well for the lesson.

130. In most lessons, good relationships and the teachers' good behaviour management create a positive atmosphere for learning. Occasionally, a minority of pupils, who find listening difficult, become disruptive and attempt to distract others from their work. Teachers plan lessons with care, and there is clear evidence of systematic teaching of all aspects of the National Curriculum for science. There are, however, some shortcomings in the teaching, many of which were seen during a scrutiny of pupils' work. Little use is made of assessment to vary activities for pupils at different attainment levels, and at times all the pupils in the class complete or even copy an identical worksheet. Teachers generally give effective support to lower attaining pupils, and to those with special educational needs so that they make satisfactory progress. Not enough attention is given, however, to extending those pupils capable of higher attainment. Some teachers accept untidy and careless presentation of written work and do not, for example, correct basic spelling errors.

131. The co-ordinator is well qualified and is aware of strengths and weaknesses in the subject. At present she does not have enough opportunity to monitor or influence teaching and learning. There is no established system for assessing and recording pupils' progress as they move through the school. Some teachers identify assessment activities, but practice is inconsistent. There is limited use of information technology in science and this is an area for development. Pupils benefit significantly from educational visits and from visitors to the school. Year 4 pupils, for example, gained from practical fieldwork activities on their visit to Willsbridge Mill.

132. The quality of teaching has improved since the previous inspection. Standards of attainment, and the need to develop investigative work reflect the previous findings.

INFORMATION TECHNOLOGY

133. Standards reached at the end of both key stages are unsatisfactory. Information technology is taught through other subjects rather than separately, but provision is not planned consistently or in enough detail in each year to secure pupils' progress through the school. There is a shortage of appropriate resources, and not all staff have the expertise needed to teach all the required elements of the National Curriculum. As a result, pupils are not given the regular and sustained instruction they need to reach the expected standards by the time they are seven and 11. Standards have declined since the last inspection, when they were satisfactory at the end of Key Stage 1. They were unsatisfactory at the end of Key Stage 2.

134. Pupils in Year 1 learn how to program a wheeled robot to follow a route and have recently begun to use software that supports work in art and music, but their skill levels are low. Pairs of pupils in Year 2 enter data from a traffic survey into a spreadsheet program and, with adult help, they print out their results as good quality block graphs. They type riddles about animals, linked to their work in science, though they are not able to save and print their work independently. In such tasks, they concentrate well for extended periods, and take care with equipment and software.

135. Pupils in Year 3 use a CD-ROM to research for information in history. Pupils in Year 4 have written excellent letters to the local Member of Parliament, expressing strong opinions about cruelty to animals. Their arguments are clearly set out in paragraphs, to a high standard of accuracy and presentation. By the age of 11, pupils have a sound knowledge of word-processing, with elements of desktop publishing. Pupils in Year 6 import pictures from the Internet and photographs taken with a digital camera to illustrate information leaflets as part of their work in English. They draft text on the screen, though their typing speed is slow.

136. Pairs working at the same machine co-operate in sharing their knowledge in a constructive and purposeful atmosphere. They save and print their work without need for assistance. Many pupils have access to computers and other technology at home. As a result, they are well informed about the uses of technology in the adult world and confident in some uses. However, overall levels of skill vary widely, and pupils generally lack experience in more complex applications, such as data handling, controlling and modelling.

137. No judgement can be made on the quality of teaching, since instruction is only given to pupils in pairs or small groups as one of the activities in other lessons. In such instances observed, the tasks were well organised and instructions were given efficiently so that pupils made best use of the time. Supervising adults have secure knowledge of the programmes and procedures concerned. They have good rapport with pupils, and build on this well in giving close individual support. Good use is made of literacy and numeracy software to teach pupils with special needs.

138. Management of the subject is unsatisfactory, although there have been recent improvements in equipment and software. The co-ordinator has begun to develop a scheme of work, based on official recommendations, but it is not fully in place. There are no assessment procedures to monitor the range of work completed and the quality of pupils' learning. Planning and teaching are not monitored rigorously enough to secure consistent provision.

139. Improvement in standards has been seriously hampered by a lack of resources. There is only one computer per class on average, and many computers are out of date. Breakdowns leave some classes with no access for long periods, and teachers are understandably reluctant to develop tasks that depend on unreliable computers. There is a shortage of equipment for control and modelling in Key Stage 2. The school has been awarded a grant to purchase equipment, and proposes to develop an information technology suite, but a decision first has to be made on its location. Resources, staff training and the scheme of work are currently inadequate.

ART

140. Most pupils, including those with special educational needs, make satisfactory progress across both key stages in the basic skills of drawing and painting. They are also developing an understanding of some of the aesthetic elements of art, mixing colours carefully and using different shades in their work. Pupils' skills and knowledge of shape, texture and form in art are satisfactory. They work in three dimensions, devising and making artefacts and images, and using a range of modelling materials such as papier-mâché, plasticine and clay. Pupils in Year 6 design and make models out of natural materials, for example sticks and stones, inspired by the work of an established sculptor.

141. The youngest pupils in Key Stage 1 have some opportunity to make imaginative models out of constructional materials. Pupils sketch and paint with careful attention to detail. They explore the use of clay for two- and three-dimensional work, making, for example, models of colourful fish. Year 1 pupils make a good link with history in their paintings of the Great Fire of London, while Year 2 pupils carefully work on an observational collage of a pineapple and make skilful use of charcoal and pastels to draw trees in summer foliage.

142. In Key Stage 2, Year 3 pupils experiment with designing their own printing blocks and produce designs of repeating patterns. They explore the work of famous artists to produce effective artwork, using paper of different colours. Year 4 pupils use clay to make coil pots and develop their use of colour in decorating them. Most pupils demonstrate good powers of observation, and accuracy of detail and of shape, form and size in drawing and colouring. Year 5 pupils build on their skills of observation and learn about techniques of light and shadow by working on paintings in the style of the French impressionists.

143. The collage of a dragon by Year 3 and 4 shows that pupils can investigate different ways of printing and painting to achieve a planned visual effect. Pupils experiment with line and tone, and are encouraged to record their work of observational drawings in sketchbooks. The presentation of work in sketchbooks, however, is unsatisfactory and work is not marked regularly by the teachers. Pupils are sufficiently encouraged to evaluate and make improvements to develop their own work.

144. Only three lessons were seen, one in Key Stage 1, which was good, and two in Key Stage 2, one of which was good, the other satisfactory. When account is taken of these lessons and the scrutiny of art work, the quality of teaching is judged to be satisfactory. In the good lessons, the teachers showed good subject knowledge, and effective planning and preparation. They created appropriate challenge to develop pupils' observational skills and their ability to work with imagination and feeling. The challenging behaviour of a few pupils in a lesson was skilfully managed. Teachers plan lessons with clear intentions, and are successful in developing pupils' skills. There are, however, few examples of computer-aided art and design in either key stage.

145. The quality of pupils' learning is satisfactory. They are enthusiastic about art and sustain concentration. In the lessons observed, most pupils showed enjoyment, application and involvement. They listened intently, followed instructions well, and were considerate towards others. The quality of learning is sometimes affected by the inappropriate behaviour of a few disruptive pupils. Most pupils show pride in their efforts and readily talk about their work, using appropriate subject vocabulary such as 'impressionism' and 'texture'.

146. Art is used well in other subjects, such as history and geography. Although teachers have a satisfactory knowledge and understanding to teach art successfully, there is no formal guidance on the progression of skills. Resources are satisfactory. Older pupils in Key Stage 2, however, do not have enough experience of using malleable materials to develop techniques to represent texture, decoration and finishes.

DESIGN AND TECHNOLOGY

147. The school's timetable was such that only one lesson in design and technology could be observed during the inspection. The analysis of completed work, conversations with pupils and the subject co-ordinator and a review of planning indicate that all pupils are making satisfactory progress and achieving appropriate standards of work across the school.

148. The quality of pupils' work has improved since the last inspection, particularly in Key Stage 2, where it had been unsatisfactory. The development of pupils' design skills in Key Stage 1, however, is an area of weakness. Year 2 pupils work on different types of transport and make good quality models out of wood and cardboard. They write carefully about how they made their product, but do not first develop ideas through manipulation of materials and components and early designs.

149. Pupils make sound progress in Key Stage 2. Pupils in Year 5 design and make bridges that incorporate different scientific and engineering principles. Year 6 pupils design and make useful desk tidies. The finished products are well made, ensuring strength and good visual effect. Materials, including quantities and dimensions, are listed and pupils give careful thought to the process of making. Pupils in Years 5 and 6 have a good understanding of health and safety issues in relation to the subject. Progress in designing and making skills is inconsistent in both key stages, owing to the lack of an agreed scheme of work to guide teachers' planning or to ensure that pupils gain skills progressively.

150. Pupils in both key stages develop making skills at an appropriate rate. In Key Stage 1, pupils learn how to cut, shape and join materials together, using appropriate adhesive and fixings. Year 1 pupils were observed making homes for animals seen at the zoo. They learn to use simple tools to cut and shape paper and cardboard. Most pupils handle scissors with increased skill, and use paper, glue and tape to join and make three-dimensional models. Teachers' planning indicates that pupils have the opportunity to work with an appropriate range of materials, including papier-mâché and malleable products such as clay. By Year 6, pupils measure accurately and carefully cut and join a choice of suitable materials.

151. Pupils incorporate into their designs simple electrical circuits and mechanisms to facilitate movement. Year 4 pupils, for example, make working torches, and Year 2 pupils make axles to move their vehicles. This aspect of technology, however, is not fully developed in Year 6. Pupils' ability to assess and improve the quality of their completed products is not consistently developed. They do not always record evaluations of finished products. Most evaluations form part of group or individual discussions only. Some of the work is well linked to the use of mathematical skills of measuring and marking out accurately. No examples were seen of computers being used in the design process. There are regular opportunities for food technology.

152. There is insufficient evidence to enable a sound judgement to be made about the quality of teaching and learning. Teaching was satisfactory in the lesson observed. Pupils are guided effectively in their choice of materials and techniques. They bring their own ideas and skills well to the tasks. Pupils work hard and take pride in the finished product.

153. The co-ordinator has a sound understanding of what needs to be done to develop the subject further. The school is in the process of adopting the national guidance in the subject in order to address the issue of the sequential development of skills. The resources available do not meet the demands of the curriculum.

GEOGRAPHY

154. Only three lessons, all in Key Stage 1, were observed. Judgements are also based on discussions with the co-ordinator, a scrutiny of work, and discussions with Year 6 pupils. Standards of attainment at the end of Key Stage 1 are above those usually found at this age. At the end of Key Stage 2, pupils' attainment is similar to that expected nationally for 11 year olds.

155. Pupils make a good start in the reception classes in understanding the use of maps and plans. For example, using a simple plan of Bristol Zoo, most confidently recognise symbols, and know how paths and water are depicted. Year 1 pupils make pictorial maps and plans, for example, of their own classroom and of their journey to the local fire station. By the end of Year 2 pupils have made good progress and begin to understand the use of basic co-ordinates. They make valid comparisons between their own area and contrasting localities such as Eilat and Kenya.

156. Pupils acquire a very good grasp of facts, and use geographical vocabulary confidently as they discuss what they know about Kenya. Pupils are aware, for example, that areas of the country, such as the tops of the mountains, will be very cold. They know that there will be differences between life in the cities and villages, and know some of the characteristic features such as crops and animals. They talk confidently about what they see in pictures of Kenya, and can offer reasons for their comments based on what they had learned during the term.

157. Pupils continue to develop their understanding of maps at Key Stage 2, although there is some repetition of work already covered, and skills are not progressively developed as pupils move through the school. Pupils learn about rivers and begin to use appropriate vocabulary, such as 'source', 'erosion' and 'tributary'. Year 4 pupils study a village in India, and there is evidence of some satisfactory work in considering the problems and pressures of village life.

158. By the end of Year 6, pupils show a good understanding of geographical themes such as settlements and environmental change. Their grasp of map skills, and their recall of work covered on other countries, is less confident. Pupils can explain confidently how people affect the environment, and how they seek to improve it. Year 6 written work covers appropriate aspects such as urban renewal and pollution, and demonstrates sound understanding, although the presentation of the work is often untidy.

159. Of the teaching observed, two lessons were good and one was very good. Teachers use resources very well, and activities are interesting. Pupils are fully involved throughout the lesson and a good working ethos is established. Where teaching is best, pupils' understanding is explored by crisp searching questioning, and their understanding is extended through careful explanations. Teachers value all pupils' contributions and consequently they are keen to answer. Misunderstandings are carefully corrected, while effort is acknowledged.

160. The school makes very good use of the immediate locality, and of visits to places further afield, to support and extend pupils' learning. Walks and map making in the immediate locality of the school sites, and the Year 6 residential school journey, widen pupils' experience. Good cross-curricular links are established, and as a result learning becomes more relevant to pupils. In some classrooms, for example in Years 2 and 4, there are very good displays of artefacts and maps to interest and motivate pupils.

161. The co-ordinator is enthusiastic and has already prepared a revised draft scheme of work in readiness for the introduction of the new curriculum in September. She has little opportunity to monitor teaching and learning, particularly on the main site. Resources are adequate, although some out-of-date political maps are still displayed. Some teachers augment the school resources with very good artefacts. The school is beginning to build up computer resources, but the use of information technology is very limited. Whilst there is some good practice, assessment procedures are not used consistently and there is no system for recording individual progress as pupils move through the school. The subject documentation has improved since the previous inspection, as has the quality of teaching.

HISTORY

162. The standards achieved by pupils are similar to those expected for their age, at the end of both key stages. By the end of Key Stage 1, pupils can make clear distinctions between aspects of their own lives and past times. Through studies of houses and of transport, they demonstrate a factual knowledge of the past and begin to understand how the past is represented in pictures, photographs and in museums. Year 1 pupils learn about famous people and events. They make good gains in knowledge as they learn about Samuel Pepys and the Great Fire of London.

163. At Key Stage 2, pupils gain a sound understanding of some of the key characteristics of different periods, and progress over time is satisfactory. By the end of Year 6, they have a good understanding of some main events and changes. They can discuss, in simple terms, the reasons for the start of the second World War and explain the impact the war had on ordinary people. Pupils understand, through reading a well-chosen story, how children were affected by evacuation. They have a good understanding of the changing role of women over the periods they have studied, particularly during the second World War. They have a satisfactory knowledge of myths and legends of the ancient Greeks, and understand that there is a wide range of sources of historical information.

164. The quality of teaching in the six lessons seen, three in each key stage, was good, representing an improvement since the previous inspection. In Key Stage 1, one lesson was outstanding and two were good. In Key Stage 2, one lesson was very good, one good, and one satisfactory. Teachers have good subject knowledge, use artefacts very effectively and

question pupils skilfully to reinforce learning. Subject vocabulary is carefully explained, so that the pupils are confident in using new words in discussion. Expectations are high and pupils present their work neatly, although there is an over-dependence on worksheets in some classes.

165. In the outstanding Year 2 lesson, the teacher became Elsie, the housemaid. Pupils were completely enthralled as she described her working day, explaining, with the help of props, how she carried coal and water, laid fires, scrubbed and polished, until she fell into bed at night. By the end of the lesson, pupils had a very good understanding of what the Victorian housemaid did and could make clear comparisons with the present day. Learning over time is good. In the lessons seen, work was matched suitably to the needs of pupils at different attainment levels. Lower attaining pupils were well supported and all pupils made good progress.

166. Teachers are enthusiastic about the subject and manage to convey their interest successfully to the pupils. They have high expectations of work and behaviour. Activities are interesting and relevant, and pupils are motivated and keen to learn. Year 3 pupils enthusiastically act out the murder mystery of an Anglo-Saxon, and Year 5 pupils enjoy comparing the Victorian seaside holiday with their own holidays. Teachers have good subject knowledge and question pupils well to build on what has already been learned. There is scope to extend higher attaining pupils further in some lessons. Pupils' books show that all pupils are frequently set the same task. Examples of work from all classes show that teachers' expectations of written work vary, and that some teachers accept untidy presentation and careless spelling.

167. Pupils have very good opportunities to examine evidence through visits to museums and places of historical interest. Effective links are made with some other subjects such as geography and science. The use of computers and of reference books for independent research, however, is underdeveloped. Resources are otherwise adequate, although there is scope to develop the range of pictures in some topics. The co-ordinator has had little opportunity to monitor teaching and learning, particularly on the main site. Whilst there are examples of individual good practice, assessment procedures are not used consistently and there is no system for recording individual progress as pupils move up the school.

MUSIC

168. The school timetable in the week of the inspection was such that no teaching was observed in Year 6, so judgements on standards and progress in Key Stage 2 are based upon discussions with teachers and pupils and analysis of teachers' planning. This evidence suggests that provision throughout the school is unsatisfactory and that pupils make unsatisfactory progress over time. This is because teachers' planning is not supported by an appropriate scheme of work and some teachers lack knowledge and confidence in teaching the subject. Another significant factor is the poor range and quality of tuned and untuned instruments. The satisfactory provision reported at the last inspection has not been maintained.

169. Opportunities are provided in the whole school hymn practice and daily assemblies, but pupils do not make enough progress in learning to sing tunefully or with appropriate diction and enthusiasm. This is mainly due to the lack of well-planned teaching opportunities to sing from memory and improve control of diction and the musical elements, such as phrasing and breathing.

170. In Key Stage 1, pupils show a growing ability to play untuned percussion instruments and maintain a steady beat. They recognise the difference between loud and soft, developing effective control of dynamics, and are beginning to explore the structure of a rhythm through, for example, repeating rhythm patterns. By the end of Key Stage 2, pupils have not had experience to build on what has been learnt previously. Year 3 pupils, however, are making good progress in listening and appraising. Pupils increasingly use vocabulary such as 'harsh', 'mellow' and 'bright' to describe music. In Year 5, pupils learn to create music and use terms such as 'texture' and 'timbre'. They also use musical vocabulary such as 'crescendo' and 'diminuendo' when creating rhythmic patterns going up or down a scale, or when describing poems.

171. Pupils do not, however, recognise how different musical sounds are made and used to create specific effects. They have limited skills of composing, recording and performing of musical notations and do not use symbols appropriately to communicate ideas. Most pupils gain an understanding of a wide variety of tuned and untuned instruments but do not play them confidently or develop a sense of rhythm. There are limited opportunities for pupils to evaluate each other's work, to listen carefully to music from other times and places, or to understand how musical techniques are used to define mood.

172. Three lessons were observed. The lesson in Key Stage 1 was satisfactory, and the two in Key Stage 2 were good. In the good lessons, teachers were confident and had clear objectives. They used effective questioning techniques and were perceptive when responding to pupils. In the otherwise satisfactory lesson, the teaching methods and organisation did not effectively support progress. Over time, teachers do not consistently plan for the skills and knowledge in music to be developed systematically. There are no formal systems in use for the day-to-day assessments of what pupils know, understand and can do to inform planning. In the lessons observed, most pupils had positive attitudes, and were enthusiastic and responsive.

173. The new co-ordinators for each key stage are clear about the direction of the subject and are committed to raising the profile of music within the curriculum. There are plans to adopt the national guidance for planning.

PHYSICAL EDUCATION

174. Pupils, including those with special educational needs, make satisfactory progress across both key stages. Standards have been maintained well in Key Stage 1. In Key Stage 2, the standard of pupils' achievements is satisfactory. Pupils in Year 2 learn to throw under-arm and over-arm with increasing accuracy and catch two-handed with increasing skill. They make adequate improvement in their techniques and performance in outdoor games. Pupils develop and practise a range of ways of travelling with a ball, developing control co-ordination and balance. Younger pupils in Key Stage 1 carefully handle a range of large and small equipment with growing confidence. They show sound body control and respond carefully to instructions. Some pupils show sensitivity and feeling in movement.

175. Pupils in Years 6 sustain energetic activity over a suitable period of time. They handle equipment safely. Most show adequate body control, for example in running, changing direction, moving from vigorous activity to stillness, and stretching. In a dance lesson, pupils moved to music creatively and explored a variety of different movements in floor work. They co-ordinated the transition from one movement to the next, devise sequences and improve performance through practice. They focused on imaginative group shapes and good use of space, extending the range of their responses and quality of their movements.

176. Pupils have a sound knowledge of the individual and team sports, including football and netball. They show reasonable levels of control in skills such as catching, passing and throwing. Year 3 pupils use hockey sticks to dribble successfully, and roll and receive the ball skilfully. Pupils take part in all activities with enthusiasm, showing good regard for shape, speed and direction. They develop increasing competence in simple competitive games. Pupils in Years 3 and 4 develop their swimming skills. Most pupils are aware of the effect of exercise and energetic activities on the body and the need to warm up and cool down after performances.

177. Pupils strive to improve their performance, through taking advice and watching examples given in lessons, and they show appropriate concerns for quality and precision. Some improve the quality of their performances through careful evaluations of their own and each other's work, led by the teacher, although this does not happen in all lessons. Extra-curricular activities generate considerable pupil interest and support pupils' progress.

178. In the two lessons seen in Key Stage 1, the quality of teaching was good in one and satisfactory in one. Of the four lessons seen in Key Stage 2, teaching was good in two and satisfactory in two. In the good lessons, teachers used demonstration well to explain the finer points of the skills being taught. They planned effectively and provided a good mix of co-operative and competitive work.

179. Pupils with special educational needs are well supported and have full access to the physical education curriculum. In some lessons, examples of pupils' good work are not used effectively to show others how they could improve. Pupils' quality of learning is enhanced by their consistently positive attitudes. They are active and enthusiastic and show obvious enjoyment in all lessons, co-operating well and showing respect for each other and the equipment they were using.

180. The management of the subject is satisfactory, but the role of the co-ordinator in monitoring teaching and learning is not fully developed. The school has plans to adopt national guidance to support teachers' planning. Assessment is informal, through observations of practical tasks and small group discussions. Whilst resources are satisfactory overall, the progress of pupils in the annex is hampered by a lack of suitable resources. The school belongs to the Tops Scheme and has access to the use of a variety of games equipment for both key stages. In-school training sessions are arranged for tennis, hockey, football, rugby and netball. Pupils' progress in Key Stage 2 is enhanced by a residential visit to an outdoor activity centre.