

INSPECTION REPORT

THE PARK PRIMARY SCHOOL

KINGSWOOD, BRISTOL

LEA area: South Gloucestershire

Unique reference number: 109017

Headteacher: Mr C. Nye

Reporting inspector: Robert B. Bonner
25384

Dates of inspection: 3 – 6 July 2000

Inspection number: 190282

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: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: High Street
Kingswood
Bristol

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Michael John-Lewis

Date of previous inspection: 4 November 1996

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R.B. Bonner	Registered Inspector	Information Technology Design Technology	What sort of school is it? What should the school do to improve further? The school's results and achievements How well is the school led and managed?
D. Granville-Hastings	Lay Inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
J. Clarke	Team Inspector	Science Art	How well are pupils taught?
B. Knowles	Team Inspector	Religious Education Geography Equal Opportunities	
G. Longton	Team inspector	Mathematics Physical Education	How good are the curricular opportunities offered to pupils?
S. Matthews	Team Inspector	English English as an additional language History	
H. Ring	Team Inspector	Under fives Special educational needs Music	Pupils' attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Park Primary School serves the urban district of Kingswood on the eastern outskirts of Bristol. There are currently 578 pupils on roll, 309 boys and 269 girls. This is larger than other primary schools and slightly larger than at the time of the last inspection. Pupils come from a wide range of backgrounds but the socio-economic circumstances of the majority are below average. Children enter the school in the year that they are five, most having had some form of pre-school education. At the time of the inspection there were 87 pupils under the age of six in the reception classes. When they enter the school the children's attainment covers a very wide range of abilities and varies noticeably from year to year but is generally below that expected. Pupils who attend the school are largely white from the United Kingdom. About five per cent of pupils come from a range of other ethnic and cultural backgrounds. There are currently no pupils who have English as an additional language. Eighty-three pupils, (14.4 per cent) are eligible for free school meals. This is broadly average. There are 135 pupils identified as having special educational needs, (23.4 per cent), six of these have statements. This is higher than at the time of the last inspection but is broadly average.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is good. Although attainment in the 1999 national tests at the end of Key Stage 2 were below average in English and science and well below average in mathematics, standards are rising throughout the school. The attainment of pupils in the current Year 6 classes is broadly average in all three core subjects of English, mathematics and science. The school is very successful in fulfilling its aims and values that focus on the educational, social and personal development of the individual. Good quality teaching throughout the school enables pupils to develop very good attitudes toward their work, become independent learners and make good progress in their learning in relation to their prior attainment. The very good relationships which pupils have with their teachers and support staff also enhance their learning. The headteacher provides very good leadership and is well supported by a committed team of teaching and support staff. The governing body has a clear view of the school's strengths and the areas for school development. The school has made good progress since the last inspection, with most of the issues being effectively tackled. Taking into account its overall effectiveness, its context and its expenditure per pupil, the school provides good value for money.

What the school does well

- The headteacher and key staff provides the school with very clear direction for its development and improvement.
- The school is well supported by a committed and hard working governing body.
- Teaching and learning throughout the school are good.
- The school has been successful in its implementation of the National Literacy and Numeracy Strategies as a result of which standards are rising in English and mathematics.
- Attitudes, behaviour and personal development of the pupils, and relationships within the school are very good.
- There are very good opportunities for pupils to use their initiative, make decisions and take responsibilities.
- The welfare of all pupils including those with special educational needs is a high priority.

What could be improved

- Standards in information technology, design and technology and music in Key Stage 2

and in some aspects of writing in both key stages are unsatisfactory.

- Skills in design and technology, geography and history are not systematically developed.
- The very good assessment procedures in English, mathematics and science should be extended to include non-core subjects.
- The provision of outdoor play equipment and an appropriate area for the children who are under five is unsatisfactory.
- The quality and range of computers and printers are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the time of the last inspection in 1996 and most issues raised in the report have been tackled successfully. Very effective measures have been taken to improve attainment in writing and standards are rising. The school acknowledges that more work needs to be done in this area. Standards in physical education have risen and are now satisfactory. There has been an improvement in the provision for information technology and music but standards are still insufficiently high in these subjects by the end of Key Stage 2. The school has worked hard to improve provision for the teaching of information technology and is looking forward to the opening of a computer suite in the autumn term. The school acknowledges weaknesses in teachers' musical expertise and so several are attending music courses to improve their knowledge of this subject. More able pupils have been identified throughout the school and there is generally good provision, particularly in literacy and numeracy lessons, of challenging work. Planning for literacy, numeracy and science lessons is particularly good. There is a clear structure for successfully developing pupils' skills, knowledge and understanding in these subjects. Planning for some other subjects such as design and technology, geography and history does not sufficiently focus on the development of skills. Assessment procedures for measuring progress in literacy and numeracy are particularly good. The school is beginning to use a range of test results to track pupils' progress and set targets for achievement in the key stage tests in Year 6. Teachers effectively use information gained during lessons to plan future work. There have been significant improvements in the provision for developing pupils' research skills and as a result standards have risen. The school development plan is an effective working document of high quality, and is based on a thorough audit of the school's present position. There is a manageable number of specific targets set for each year and efficient procedures are in place for monitoring and evaluating the extent to which these priorities are achieved. There is now an effective management structure, with all staff having job descriptions. Members of the school leadership team have explicit roles and work hard individually and as a team to provide the school with clear educational direction. There are curriculum managers for all subjects who are well supported by working parties made up of staff from different key stages and governors.

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	D	D	D	E
Mathematics	D	D	E	E
Science	D	D	D	D

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

Standards in Key Stage 2 were below the national average in science and English and well below this standard in mathematics. In comparison with similar schools, pupils' performance in science was below the national average and well below this standard in English and mathematics. The percentage of pupils reaching level 4 or above in English, (72 per cent) was close to the national average. Ten per cent achieved level 5, which was well below the national average. In mathematics the percentage of pupils reaching level 4 or above (59 per cent) was below the national average. Twelve per cent reached level 5, which was well below the national average. The percentage of pupils attaining at level 4 or above in science (79 per cent) was close to the national average. Fifteen per cent reached level 5, which was below the national average. The performance of pupils over the past three years show that standards in English and science were below the national average and well below this standard in mathematics. Trends over time show a rise in standards in all three subjects. Pupils are currently making good progress and achieving well throughout the school and in the current Year 6 classes standards are broadly in line with the national average in all three core subjects. Challenging targets have been set which reflect the attainment levels of groups of pupils. Those set for this year for pupils in Year 6 have been met in English and surpassed in mathematics and pupils are achieving well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen and eager to come to school. They are very enthusiastic about all aspects of school life.
Behaviour, in and out of classrooms	Pupils behave very well in and around school. They understand rules and show respect for people and property.
Personal development and relationships	Relationships are very good. Pupils form constructive relationships with one another and adults. There are many good opportunities for pupils to take responsibility, use their initiative and develop independence.
Attendance	Attendance is in line with national averages and unauthorised absence is reducing as a result of close monitoring.

TEACHING AND LEARNING

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

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

Overall, teaching is good throughout the school. In 82 per cent of lessons the quality of teaching is good or better, in 29 per cent it is very good or better and in 8 per cent it is excellent. This is an improvement since the last inspection when 14 per cent of lessons were judged unsatisfactory. There was no unsatisfactory teaching observed. Teachers have good knowledge and understanding of the subjects they teach and high expectations of pupils and their work. Teachers manage pupils very well achieving high standards of behaviour. Lessons are well organised and time and resources are used effectively to promote pupils' learning. The teaching of English and mathematics and literacy and numeracy is good. Teachers' planning for these lessons takes into account the needs of all pupils including those with learning difficulties, ensuring that independent and group work is well matched to pupils' learning needs. The emphasis being placed on the development of mental and problem solving skills in the numeracy lessons is enabling pupils to make significant gains in their learning. Pupils with special educational needs are well supported and they make good progress towards the targets in their individual education plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the children who are under five is satisfactory. The curriculum for pupils in Key Stages 1 and 2 is broad and balanced and meets statutory requirements. The quality and range of the curriculum is satisfactory. The school provides a broad range of opportunities that meet the aptitudes and particular needs of all pupils, including those with special educational needs. The strategies for literacy and numeracy have been successfully introduced and standards are rising. There is insufficient emphasis on the development of skills in information technology, design and technology, geography and history.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. The programmes planned meet their individual needs well. Precise targets help them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, provision is good. Pupils' spiritual development is satisfactorily promoted through assemblies and various opportunities for discussion and sharing concerns. The very positive relationships, encouragement and mutual support of all the people in the school ensures that the pupils' moral and social development reflects a high order of self-discipline. Pupils are provided with a wide range of opportunities to learn about other cultures and faiths.

How well the school cares for its pupils	The school provides a very good level of care and support for its pupils. The high quality relationships between staff and pupils are the basis of this support and staff have a genuine concern for pupils' welfare and progress. There are very good procedures for monitoring and promoting good behaviour which results in an orderly and productive atmosphere in which pupils flourish. There are good procedures for assessing pupils' achievement in English, mathematics and science but not in the other subjects.
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The school works extremely hard to involve parents in the school and their children's learning, and offers a wide range of opportunities to encourage them. It provides very good quality information for parents, which gives them a flavour of school life and keeps them well informed about their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher and other key staff are very good. The headteacher provides strong, sensitive leadership and, with the effective support of key management staff gives a very clear direction for the development and improvement of the school.
How well the governors fulfil their responsibilities	The contribution of the governing body to the effective running of the school is good. Governors take their responsibilities seriously and are committed to raising standard. They are kept well informed and work hard in their individual and collective roles. They have a clear view of the strengths and weaknesses of the school.
The school's evaluation of its performance	The headteacher monitors and evaluates the performance of staff and provides relevant feedback and training opportunities. There are newly established procedures for assessing pupils' achievements in English, mathematics and science and tracking the attainment of individuals and year groups. Good measures are in place to improve the quality of teaching and raise the attainment of pupils.
The strategic use of resources	Good use of all resources available. Spending is targeted to agreed priorities especially the raising of standards. The school seeks to obtain best value for money in all aspects of its work.

There are sufficient numbers of well-trained teaching and support staff. The current accommodation is unsatisfactory, particularly relating to provision for the children who are under five and for the teaching of physical education indoors. The majority of subjects are well provided for but the provision of outdoor play equipment and an appropriate area for the children who are under five is unsatisfactory, as is the quality and range of computers and printers.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy going to school.• Staff are approachable and parents are comfortable airing their concerns.• The school expects their children to work hard.• The quality of teaching.• The leadership and management of the school.	<ul style="list-style-type: none">• The range of extra-curricular activities.

The inspection supports the positive view that parents have of the school. Inspection evidence does not support the view of parents concerning the range of extra-curricular activities; there is a satisfactory range of activities and visits to support pupils' educational and social development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 The previous inspection findings were that many children were already achieving most of the desired outcomes by the time that they were five and were making good progress. This was particularly marked in reading. This picture is very similar to the present findings. The attainment of the present year group of reception children has been judged according to assessments that are carried out within the first few weeks of school. These show that overall attainment is below average on entry to the school with particular deficiencies in speaking and listening. In one of the classes the children also had weaknesses in their mathematical development and in another class there were particular needs with regard to social development. A few children were noted to be above the average expected for children on entry to the school. The teachers comment that some of the children's competency in reading on entry is generally higher than expected for their ages. Good and often rapid progress is made during the literacy and numeracy sessions. By the time that they are five most children achieve the standards that are expected in all the areas of learning, according to nationally recommended guidelines, except in some aspects of physical development.

- 2 The results of the National Curriculum tests for seven-year-olds were above the national average in mathematics, broadly in line for reading, but below this level in writing. In comparison with similar schools, pupils' performance in mathematics was above the national average but below this standard in reading and writing. The percentage of pupils reaching Level 2 or above in reading, (87 per cent) was close to the national average – 62 per cent achieved 2B, which was below the national average. Twenty six per cent achieved Level 3, which was close to the national average. In writing, 86 per cent of pupils achieved level 2 or above which was close to the national average. As was the percentage that achieved level 2B (51 per cent). But the percentage achieving Level 3 (3 per cent) was below the national average. There were particular weaknesses in speaking and listening where standards were well below average. In mathematics, the number of pupils achieving Level 2 or above (92 per cent) and Level 2B or above, (69 per cent) was close to the national average. But the percentage achieving Level 3 (24 per cent) was above the national average. Standards in science were broadly average. Teacher assessments in all subjects were fairly accurate. Taking the four years 1996 to 1999 together, the performance of pupils in reading was close to the national average, above this standard in mathematics but below in writing. There are no significant differences between the attainment of boys and girls. Trends over time indicate significant fluctuations in attainment in reading, generally rising standards in writing and a maintenance of standards above the national average in mathematics. Inspection evidence supports the standards indicated in the test results in that pupils in the current Year 2 classes are attaining standards that are broadly in line with the national average in English, mathematics and science.

- 3 By the end of Key Stage 1, pupils talk in small and larger groups and listen and respond to stories and instructions, although they are not always able to express their ideas fluently. The majority use a variety of strategies to support their reading including the use of phonics and picture clues. They all understand how to use books and can talk about the characters and events in stories. Many pupils are able to write well by the end of Year 2, although the majority make errors in basic spelling and punctuation. In mathematics, pupils recognise numbers up to 100 and identify patterns in the 100 number square. They readily identify geometrical shapes and have a good understanding of addition and subtraction. In science, pupils conduct investigations and explain their results clearly. They understand that all living things grow and develop and that objects can be moved by pushing and pulling them. Pupils distinguish between appliances that use batteries and those that work from a mains electricity supply, and they know that it is unsafe to touch electrical equipment with wet hands.

- 4 The results of the 1999 National Curriculum tests for eleven-year-olds were below the national average in English and science and well below this standard in mathematics. In comparison with similar schools, pupils' performance in English and science was below the national average and well below this standard in mathematics. The percentage of pupils reaching Level 4 or above in English, (72 per cent) was close to the national average. Ten per cent achieved Level 5, which was well below the national average. In mathematics the percentage of pupils reaching Level 4 or above (59 per cent) was below the national average. Twelve per cent reached Level 5, which was well below the national average. The percentage of pupils attaining at Level 4 or above in science (79 per cent) was close to the national average. Fifteen per cent reached Level 5, which was below the national average. The performance of pupils over the past three years show that standards in English and science were below the national average and well below this standard in mathematics. Trends over time show a rise in standards in all three subjects. Pupils are currently making good progress and achieving well throughout the school. In the current Year 6 classes standards are broadly in line with the national average in all three core subjects of English, mathematics and science. The school has been particularly successful in introducing the National Literacy and Numeracy Strategies and as a result standards have risen considerably in English and mathematics. Challenging targets have been set which reflect the attainment levels of different groups of pupils. Those set for this year for pupils in Year 6 have been met in English and surpassed in mathematics.

- 5 By the end of Key Stage 2, pupils listen well, and follow instructions accurately, but many find difficulty in expressing their ideas fluently by using an appropriate range of vocabulary. Standards in reading and writing are sound. Pupils value books and talk with enthusiasm about the books that they have read. Those of average attainment read and enjoy a variety of books and have well established reading strategies to help them decode unfamiliar words. Some pupils with special educational needs have difficulty in reading but they are well monitored and are making good progress in relation to their prior attainment. Higher attaining pupils have good skills in skimming and scanning when looking for information. Depending on the subject and the intended audience, pupils write in a variety of ways. The majority express themselves clearly and presentation skills are usually satisfactory. However, there are still weaknesses in the basic skills of punctuation and spelling. In mathematics, pupils understand place value up to and beyond 1000. They count forwards and backwards in 30s and are able to add and subtract with whole and decimal numbers to tens of thousands. In science, pupils demonstrate a systematic approach to their investigations. They use materials and equipment well and understand the need to make their test fair. They make predictions, carry out their investigations, record their findings and evaluate their results. Pupils understand that they need food to grow and be active. They make

electrical circuits and use their knowledge to make a switch so that they can send Morse code messages.

- 6 Attainment in information technology is in line with the national expectation at the end of Key Stage 1 but below this level at the end of Key Stage 2. In Key Stage 1 the majority of pupils have developed satisfactory levels of keyboard skills and mouse control. They know the main function keys on the keyboard and use the keyboard and the mouse to control a program. They know how to load the correct program, and save and print their work. Pupils select words they require from a 'word bank' and type in the additional text they need. They are beginning to sort information using data handling programs and to present their findings in a range of ways. By the end of Key Stage 2 pupils retrieve files from the hard disk and save and print their work. They combine text and pictures within a single word-processed document. They change the colour and shape of text in addition to changing its size and style. They find and print out information from encyclopaedic software on specific topics and are developing an understanding of the importance of information and communication technology in the wider world. Pupils control floor and on screen robots entering a series of commands to make them move in a pattern. They access information on the Internet and download it to support work they are doing in the class. There have been too few opportunities for pupils to use simulation programs or to use computers to monitor external events. In addition, pupils have too few opportunities to draft and redraft their work onto the computer. The lack of up-to-date reliable equipment continues to have a detrimental effect on standards.
- 7 In religious education, by the age of seven and eleven, pupils achieve standards that are in line with the expectations of the locally agreed syllabus. Pupils are making good progress at both key stages. By the end of Key Stage 1 pupils know about the meaning of repentance through studying the Bible story of Jonah. Pupils learn about Christianity and some of the other world religions such as Sikhism. In Key Stage 2 pupils study Bible stories about Jesus and through these learn about such things as belief, love, trust and responsibility. They study Christianity and other world religions such as Hinduism, considering the symbols that are used to represent God.
- 8 Pupils are achieving satisfactory levels of attainment in literacy and numeracy at the end of both key stages. Standards at the end of Key Stage 1 in the other subjects of the curriculum are satisfactory overall, apart from art where they are good. By the end of Key Stage 2 standards are satisfactory in all subjects apart from design and technology and music where they are unsatisfactory. With reference to the last inspection report, standards have risen in writing and physical education in both key stages and in information technology at Key Stage 2. Pupils make good progress in their learning in English, mathematics, science, history, physical education and religious education in both key stages. In geography at both key stages and information technology, design and technology and music at Key Stage 1 pupils make satisfactory progress. In information technology, design and technology and music in Key Stage 2, insufficient progress is made for pupils to achieve at the appropriate levels by the end of the key stage. Pupils with special educational needs make good progress in relation to their prior attainment.

Pupils' attitudes, values and personal development

- 9 The standards of pupils' attitudes and behaviour and opportunities for personal development that were found on the previous inspection have improved. The attitudes and behaviour, and personal development of all the pupils, including those with special educational needs, are major strengths and make a substantial contribution to the

pupils' attainment and progress and the quality of life in the school. Comments from parents both in the questionnaire and at the meeting prior to the inspection support this view.

- 10 Throughout the school, most pupils' attitudes to learning are very good. From the time that they start school in the reception classes, children are encouraged to use their initiative and take responsibility. Pupils, including those with special educational needs are keen, enthusiastic and eager to come to school. They listen attentively, follow instructions carefully and usually settle quickly to the tasks given. The pupils concentrate very well during class work and apply themselves diligently both independently and when working with others. They are very interested in the life of the school and enjoy the extracurricular activities, school productions, fundraising and visits that are planned for them.
- 11 Pupils' behaviour in lessons and around the school is very good. Most pupils are polite and courteous, friendly and open and respond extremely well to the school's rules and positive strategies. They treat each other, facilities and equipment respectfully and often older children help younger ones in the outside play areas. The buildings are free from graffiti and litter and children take a pride in showing visitors examples of their work that is displayed. Around the school pupils behave sensibly when moving to different parts of the site. Teachers make them aware of the expectations of their behaviour during the lunchtime period and pupils learn to accept the authority of the supervisory assistants. Although the playground is small, pupils usually play well together. Instances of bullying are rare and are dealt with appropriately. There have been four fixed-term and one permanent exclusion in recent years.
- 12 The school has a very caring ethos and the quality of relationships between pupils, teachers and other adults working in the school is very good. Pupils respond positively to opportunities for them to take responsibility for the smooth running of the school. Within lessons they have the chance to collaborate and show initiative when carrying out research, note taking during science experiments, preparing the tables for practical activities and ensuring that everything is cleared away properly at the end. When they comment on others' achievements they are positive and supportive. They respect different talents that people have and acknowledge that others may hold varying opinions, feelings and beliefs. The extremely positive attitudes, very good behaviour and happy relationships support pupils' learning in all year groups.
- 13 Attendance at the school is satisfactory. In the school year 1998/99, attendance was in line with the national average but unauthorised absence was higher. Since then, the school has worked hard with parents and pupils, and implemented new systems that are reducing unauthorised absences to nearer the national average. The school also takes a very strong stance on what constitutes a legitimate reason for keeping a child off school. Registers are completed accurately by class teachers and meticulously checked by office staff. Registration time is used efficiently and creates a purposeful start to the morning and afternoon sessions.

HOW WELL ARE PUPILS TAUGHT?

- 14 The quality of teaching is good overall. In all lessons teaching is satisfactory or better. In 82 per cent of lessons observed teaching was good or better. In 29 per cent of lessons it was very good or better with eight per cent being excellent. There were no unsatisfactory lessons observed during the inspection. This is an improvement since the last inspection when 14 per cent of lessons were judged unsatisfactory. Shortcomings in teaching during that inspection were due to lessons having unclear learning objectives; pupils being unsure of the tasks they were asked to complete; and

some of the assignments were very undemanding. Teachers' knowledge of teaching and promoting learning in information technology, music and physical education, were underdeveloped.

- 15 The quality of teaching is good in Key Stage 1 and 2 and for children aged up to 5 years. For the children who are under five, it is satisfactory or better in 100 per cent of lessons. It is good or better in 81 per cent of lessons and in 36 per cent it is very good. In Key Stage 1, it is satisfactory or better in 100 per cent of lessons. It is good or better in 91 per cent of lessons, in 20 per cent it is very good or better and in nine per cent it is excellent. Teaching in Key Stage 2 is satisfactory or better in 100 per cent of lessons. It is good or better in 76 per cent of lessons, in 29 per cent it is very good or better and in eight per cent it is excellent. Teaching is consistently good across all subject areas.
- 16 In response to the last inspection report the school has worked very hard to tackle the issues raised and improve the quality of teaching, and in this they have been very successful. With the structured monitoring of the headteacher, teachers have had many opportunities to refine and examine their practice to seek improvement, with the result that teaching throughout the school has improved and is now consistently good. Learning objectives for each lesson are very clear and these are shared with the pupils. Teachers' expertise in music, and information technology are still areas that require further improvement. Teachers are receiving support from the local authority music service and are attending courses to improve their expertise. In information technology, teachers have worked effectively to become familiar with the new computers and software. A number of teachers have attended a year-long course to improve their knowledge and understanding of computing. The school has set up a self-help team that gives support to staff. As a result of these measures teacher expertise has improved. However, such is the pace of development in information technology that staff are always going to have to work hard to keep up with new initiatives. Teachers' expertise in teaching pupils skills in physical education has improved.
- 17 The teaching of literacy is good. Class teachers have a good understanding of all aspects of the teaching of the literacy strategy and they are confident in teaching the basic skills in all aspects of reading and writing. Planning for the Literacy Hour is very effective and the literacy programme has been implemented very well. Teachers have high expectations of the work of their pupils and usually provide work that challenges even the most able.
- 18 The teaching of numeracy is good. Teachers have a detailed knowledge and understanding of the Numeracy Strategy. They have embraced the structure of the National Numeracy Strategy very well in their planning. Planning is good and provides a clear structure to the lesson with the provision of work for three attainment groups. Learning aims are clear and shared with pupils and as a result, they are aware of what they are expected to achieve. Lessons are well paced with very good use made of all available time. Good use is made of plenary sessions at the end of lessons to assess pupils' learning and reinforce learning objectives.
- 19 The quality of teaching and the quality of learning for pupils with special educational needs are good. This represents an improvement on the last inspection when the quality of teaching was 'generally sound'. Teachers are knowledgeable about the pupils' specific difficulties. Specialised teaching is often of a particularly high standard. Teachers plan interesting and varied tasks matched to the individual education plans and arrangements for supporting the children during some literacy and numeracy sessions by giving them extra help in withdrawal groups is very productive. During this time, pupils are taught at a pace that is suitable for them but the teachers have high

expectations of what can be achieved and give the pupils the confidence to be successful in their tasks. A key feature of the work is that the learning objectives are introduced to pupils and teachers endeavour to involve pupils in evaluating whether or not they have achieved them. This approach heightens awareness and helps pupils to take responsibility for their own learning. Teachers and support staff work well as a team to the benefit of all pupils. General assistants are often deployed to reinforce the learning of basic skills. An example of this was seen when young children worked with a general assistant on building up simple words while older ones learned to read a pirate poem with lively expression. In English and mathematics, pupils learn at a steady and often good pace because they are carefully taught and are helped consistently by support assistants. When some of the pupils do not receive extra support in lessons across the curriculum they are sometimes expected to carry out the same work as all the class without the teachers' plans showing reference to their specific targets and special educational needs. This was also a weakness at the time of the last inspection.

- 20 Teachers have good knowledge and understanding. They use the correct technical terms and appropriate subject based specific language to develop pupils' knowledge and understanding of each subject. This was particularly evident in English, mathematics, science and art, where technical language is used accurately. For example, in an excellent Year 3 art lesson the pupils working with clay used the term *graffito* and understand that it means drawing on the clay. Pupils are building an appropriate understanding and knowledge of science and teachers are working with great proficiency to build upon the pupils' limited expertise in this area. The pupils understand and use the terms *variables* and *solutions*, correct scientific terms introduced effectively by the class teacher enabling the pupils to learn specific science related vocabulary. In a Year 1 literacy lesson the pupils demonstrated quite clearly that they knew what the terms *blurb*, *contents page* and *index* meant.
- 21 Teachers' planning is good. They plan together in year teams, sharing expertise and ensuring equality of provision for the pupils. In literacy and numeracy teachers plan very closely to the structured frameworks and this is a strength of their work. Teachers in the reception classes plan their work well to cover the areas of learning for the children under five. Teachers plan their lessons well and at the beginning of lessons always share the learning objectives with the pupils. These are often revisited during the lesson and always evaluated at the end. This ensures that the pupils are very clear about what it is they are learning and they are fully involved and engaged in the tasks set. The pace of learning is ensured by carefully planned and structured work. Planning clearly indicates what has gone before and builds upon previous learning well. In some lessons teachers work hard to develop pupils' learning across a number of curriculum areas. For example, in a Year 2 science lesson, pupils investigated the range of mini-beasts found in a variety of habitats. They recorded their results on a tally chart using their mathematical skills and then put the information onto a database on the computer. Work is carefully planned for the individual needs of the pupils, with the lower attaining pupils being given good support in their tasks.
- 22 Teachers' expectations of the pupils and their work is very high. Teachers question pupils very well and work is matched to the pupils' individual needs. In one literacy lesson the teacher had very high expectations of pupils' work in terms of effort and application. Although the standards achieved in the completed tasks were lower than those expected, it was clear that the teacher expected the pupils to work hard and use their time effectively. The pupils in this lesson achieved well in relation to their prior attainment. In all classes pupils are encouraged to work independently and most respond appropriately, displaying high levels of self-motivation and discipline. Pupils

collaborate very well in groups and listen carefully to others in the class. They are supportive of one another's learning and applaud each other's achievements. Pupils and staff have very good relationships with one another and this adds significantly to the quality of the work that pupils produce and the effectiveness of their learning. Pupils' work is generally well presented although there is occasionally some inconsistency over the use of pen or pencil.

- 23 Teachers organise their lessons well and so promote the use of techniques and groupings that enable the pupils to learn well and at a good pace. Staff use the format of the literacy and numeracy lessons effectively to support teaching in other curriculum areas. At the end of lessons the pupils generally evaluate their learning and consider how they might improve their work. Teachers are effective in the way they reinforce pupils' learning by linking different subject areas together. However in some lessons where the emphasis is on group work, each group has a task relating to a different subject area. In these lessons, which are sometimes overlong, the pace of learning and the careful building of skills are not effectively taught. In Year 6, the teachers set the pupils for mathematics and this ensures that the pupils have carefully focused work. In Year 5, an extra teacher is involved and this ensures that the pupils have focused work in smaller groups. This restructuring enables the pupils in these classes to learn well.
- 24 The management of the pupils throughout the school is very good and pupils behave very well. Very good routines are set and clearly understood by all. As a result pupils work hard in a busy, interested and highly motivated manner. The management of pupils is consistently developed throughout the school with the very good behaviour being a reflection of the very good relationships within the school. Teachers are both consistent and patient with pupils who find it difficult to behave well. Teachers work very well to engage, fascinate and challenge the pupils in their work and this enables pupils to learn well.
- 25 Time and resources are used effectively to keep all the pupils on task. Lessons move along at a brisk pace while providing time for pupils to consolidate their work and think about the tasks that have been set. Resources are used well to support learning in the classrooms. Teachers prepare good quality worksheets and they are used well in class. General assistants are used effectively to support pupils' learning in the classrooms.
- 26 The quality of day-to-day assessment is generally good. The teachers monitor pupils' work well in the class giving support and advice, as needed. They accurately record pupils' attainment in the core subjects of English, mathematics and science and use this information to inform future work. There is little recording of pupils' progress in the non-core subjects. Teachers mark pupils' work well, supporting them in their achievements and showing how they might improve their work. Most teachers question effectively, challenging pupils' thinking and gaining insights into the pupils' levels of understanding. There is satisfactorily provision of homework with pupils reading and learning spellings at home. In addition, pupils research for specific information at home to support their learning in school and this is a good feature.
- 27 Pupils throughout the school are keen and interested in their lessons and this has a positive effect on their learning. They are very enthusiastic learners who enjoy coming to school where they are stimulated by exciting and challenging lessons. Pupils are well motivated by the very good relationships they have with their teachers and peers and have very positive attitudes to their learning. All try hard and this is evident throughout the school, from the youngest children in the Reception class to the oldest pupils in Year 6. Pupils enjoy all lessons although they report that they have particular

favourites. Staff give very good support and encouragement in lessons where pupils find the work hard. Pupils of all attainment levels demonstrate very good levels of independence in their work and concentrate very well on the tasks set for them. This contributes significantly to the progress that pupils make in their learning.

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

- 28 The quality of the curriculum is satisfactory overall. It promotes pupils' intellectual, physical, social and personal development and prepares them for the next stage of their education. The curriculum at both Key Stage 1 and Key Stage 2 is broad and balanced and complies with the requirements of the National Curriculum. Sex education is taught in accordance with the governors' policy. Religious education meets the requirements of the Local Authority's Agreed Syllabus. The provision for personal, social and health education is good. The governors have arranged for parents to be consulted on all aspects of health education. The school nurse gives good support to teachers.
- 29 The previous inspection identified many aspects arising from the curriculum within the key issues for improvement. The school has made good progress in addressing most of the areas for improvement and has made firm plans to address the others. More opportunities have been provided for pupils to extend writing tasks across the curriculum. Improvements have been made in music and physical education but information technology needs more development, especially in Key Stage 2. Very good progress has been made in planning the curriculum in English, mathematics and science. There are schemes of work in English, mathematics and science, art, music, and physical education. More work is required on the schemes for design technology and religious education. There are no schemes of work for history, geography and information technology. There is a scheme of work for design and technology but it requires updating. The school has adopted the Qualifications and Curriculum Association (QCA) planning documents in several subjects. These provide good guidelines for the medium and short term planning and include clear and precise learning objectives that are now shared with the pupils at the beginning of lessons.
- 30 All teachers take good account of the guidelines of the National Literacy Strategy in planning the literacy curriculum and the daily Literacy Hour. This is having a positive effect on standards. In both key stages, planning provides good opportunities for pupils to develop their literacy skills across the curriculum. The National Numeracy Strategy was introduced at the beginning of the school year. This is now well established in both key stages and is supported by clear and detailed planning for each section of the lesson. This has led to very good improvement to the test results in mathematics this year.
- 31 The school makes good provision for pupils with special educational needs. The curriculum meets the needs of all pupils on the special needs register and teachers take good account of targets in the individual education plans. The school makes good provision for all pupils to make progress and to have equal access to all aspects of school life.
- 32 A satisfactory range of extra curricular activities is provided and many pupils take part. As well as sporting activities, when both boys and girls take part in football, netball, tag rugby and athletics, there are also opportunities for pupils to join the art club, choir, and the Year 6 history detective club. Training in first aid is also available with certificates

presented to successful pupils and tuition is provided in flute, violin, recorder and trumpet playing.

- 33 The school provides satisfactory equality of access for its pupils and, unlike the previous report, pupils with special educational needs are now withdrawn from the equivalent curricular areas for their support sessions. Quality is best in the provision of English and mathematics. Here pupils are grouped according to their abilities. Staff have worked hard to raise awareness of equal opportunities, learning from foster carers, Salvation Army workers and attending courses, for example on black children in mainly white schools. Across this school, sports provision is strong, providing equal opportunities for boys and girls within a wide range of activities. There is no toleration of racism and the occasional incidents of verbal abuse are dealt with quickly and efficiently.
- 34 The school closely identifies with its immediate environment and pupils have a good awareness of their heritage within Kingswood. Pupils have looked at the mining and shoe industries, and drawn large maps of the area in their history and geography studies. During the inspection, reception pupils visited the local post office and sorting office, and during the year pupils have been to Bristol Zoo and numerous galleries and museums. There are good links with the nearby churches. The head meets with clergy each term to plan their contribution to assemblies, and the whole school celebrates Harvest, Christmas, Easter and Year 6 leavers with services in the local church. Visits to churches are part of the studies on stained glass and symbols. The school has a good friendship with their community beat policeman. He is often in school to speak in assemblies or to year groups on a variety of topics, such as road safety and 'stranger danger'. The school nurse plays an important part in the puberty education programme for Year 5 and 6 pupils, and also provides advice and training for staff on medical issues. St. John's Ambulance runs first aid courses after school for Years 5 and 6. These are well attended and appreciated by pupils. The Story Box Theatre visits the school most years and pupils recently enjoyed a performance of 'The Little Mermaid'. As yet the school has few contacts with other places of worship and people of other cultures. Neither have they formed friendships with schools further afield in England or Europe. Further development of these areas would provide pupils with a wider awareness of cultures different from their own.
- 35 The school has formal links with other primary and secondary schools within its cluster group through the monthly meetings of headteachers and termly meetings of deputy headteachers. Subject specialists also meet regularly to work on particular issues. For example, teachers had the opportunity to observe leading mathematics teachers to help with the introduction of the National Numeracy Strategy. A future aim of schools within the group is to allow staff time to visit each other's schools to share knowledge and experience. Currently, the focus is on links between Key Stage 2 and 3 where teachers are looking at teaching styles and practice, and a consistent approach towards assessing pupils' work against National Curriculum levels. There are efficient transfer arrangements for pupils moving to the secondary school, and Year 6 pupils visit the secondary schools for drama and musical events through the year. The school has good links with the large number of nurseries and pre-school groups whose children join the reception classes. Group leaders are invited in to talk to reception staff and children get the chance to visit before they start school. The school regularly has students on initial teacher training placements and is strongly committed to providing good support for those about to enter the profession.
- 36 Overall provision for pupils spiritual, moral, social and cultural development is good. Pupils' social and moral development is very good. Cultural development is good and

spiritual development is satisfactory.

- 37 Some opportunities for spiritual development are missed in many lessons and assemblies. In one school assembly, for example, children were given a box to take care of about the dodo, representing extinct animals. This was well planned but the excitement at the revealing of the contents of the box, a globe, representing caring for the world which was inside, was an opportunity missed for the children to experience awe and wonder. School and class assemblies are conducted in a worshipful atmosphere. Some class assemblies lacked a spiritual element and time for reflection with no reference to Christian or other religions and not enough emphasis planned to develop the spirit of awe and wonder. Some class assemblies accentuate psychological aspects of living, for example dealing with fear, with passing reference to prayer being a solution, which helps some people. Assembly complies with statutory requirements. The school deals well with the organisation of a large number of pupils in a small hall by having three vertically divided sessions in sequence twice a week and at other times, class assemblies. Singing in the hall assemblies is tuneful and adds to the atmosphere of worship. In religious education lessons, pupils are developing good insights into the Christian faith and different world religions.
- 38 Moral development of the pupils continues to be very good, as was found during the last inspection. The positive ethos of valuing each individual underpins all relationships in the school between children and between adults and children. Emphasis is given to positive attitudes and where there has been need for reproof, it is quickly followed by a positive comment. Pupils know right from wrong. The school promotes high standards of fairness, honesty and truth. There are very few racial verbal abuse incidents and any sign of bullying in the school is quickly dealt with.
- 39 Pupils' social development is very good. Pupils' awareness of the wider needs of others is very strong as indicated by their three well-supported charity fund raising events each year. For example, the Christmas child event has filled up boxes for Third World Christmas presents. School is linked with Community institutions locally, the Church of England and Bristol Community Church, the police and students of the University of the West of England and Soundwell College, from where 17 students each year are placed at The Park School. These links contribute well to pupils' learning across the curriculum. The annual activity week for Year 6 is well planned to ensure that this contributes positively to pupils' development. The introduction of class time in which pupils think and discuss a wide variety of personal and social issues, is having a good influence on pupils' ability to think about their worries, feelings and attitudes. In one lesson on the theme of how other people see us, pupils commented in positive ways about their neighbour in the circle. They recognised one another's qualities in an affirming way and are learning important interpersonal skills. Pupils' views are sought on such matters as a recent review of the vision statement of the school. Opportunities to show initiative and to take responsibility, apart from doing their work well, are limited, but Year 6 do show visitors around the school. Social development is enhanced through sporting activities such as football and netball matches in the spring and autumn terms.
- 40 Opportunities for cultural development are good over all. The displays around the school include an excellent batik of Europe, created when an artist was in residence for a week. As in the last inspection, visits to museums, art galleries and historic houses in the locality contribute to the cultural development and curriculum enrichment of pupils. Further afield, pupils have taken part in concerts in Bristol, joining children from other South Gloucestershire schools. There is developing confidence in using e-mail links with other schools. The richness and variety of different cultures is seen in the texts for

the Literacy Hour and in the dance themes used from Asia and the Caribbean. Music from other cultures is limited. The school is developing its art curriculum to teach about different artists for example, Georgia O'Keefe's studies of flower and leaf paintings were being reproduced in pastels. The skill of lace making is taught to Key Stage 2 pupils by visiting experts. The stained glass windows of the church have been a focus of all the classes. In literature, a cross-section of cultural differences is represented. For example, "A is for Africa" in a Year 3 class, where the teacher highlighted differences in cultural tradition relating to the family. Regular visitors to school are a Sikh storyteller and an Elizabethan pedlar. Biennially, Years 5 and 6 are given the opportunity to take part in all aspects of a school production. These have included 'Macbeth', 'Toad of Toad Hall' and the 'Lion, the Witch and the Wardrobe'. Cultural extra-curricular club activities include a textile club and art and pottery clubs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 41 Led by the assessment managers, the school leadership team has improved the assessment and monitoring of pupils' performance and this is now good in English, mathematics and science. Very good and detailed records are kept of pupils' attainments in these subjects and the results are used effectively to guide future plans. The successful implementation of the National Strategies for Literacy and Numeracy in Key Stages 1 and 2 has led to a greater awareness of the need for regular assessment to guide planning.
- 42 The results of the end of key stage tests and the optional tests in English and mathematics, which are used throughout the school, are very carefully analysed. The analyses are used most effectively to identify specific areas within English and mathematics that require more support as well as setting realistic and attainable targets for individuals and groups of pupils. Twice per term published material is used to assess pupils' levels of attainment. Therefore up-to-date information is always available. The tests identify pupils who are considered to be underachieving. These pupils are provided with extra support and guidance to help them reach their full potential.
- 43 Detailed records of pupils' achievements in other subjects of the curriculum are not being maintained. The school is in the process of adopting the Qualifications and Curriculum Association (QCA) planning documents in many subjects and firm plans have been made to include assessment in the new schemes of work. However, subject managers collect evidence in their subject from each class twice a year. They analyse the results and identify areas for development.
- 44 Class work is marked regularly and there are good examples of teachers' written comments that help pupils to improve their work. Good use is made of questioning within lessons to assess individual progress. Assessment information is used well by teachers when planning future work and when grouping pupils within classes.
- 45 The school provides a very good level of care and support for its pupils. This area was praised in the last inspection and the high standards have been maintained. It is a strength of the school. Procedures for the identification of pupils with special educational need are very good and well defined guidelines help teachers to determine whether they should take further action by moving a child on or off a stage, or make referrals to outside agencies. Very thorough observation and monitoring forms are compiled and reviewed with regard to the children who have statements of special education need. Documentation has been devised to indicate the progress made as pupils on the special educational needs register pass through the school. However, this

is a recent innovation and the attainment levels have been filled in retrospectively, in some cases for several past years. It is therefore useful as a record but is not yet helping teachers to discover whether children are making sufficient progress according to their original targets.

- 46 The school gives a high priority to the physical and emotional well-being of its pupils. There is a thorough, professional and sensitive approach to their dealings with pupils and parents. The child protection policy is detailed and follows the local authority procedures. The headteacher is the designated member of staff and attends appropriate and regular training. All staff have a good understanding of the issues involved. Good use is made of outside agencies, such as the education welfare service, educational psychologist and social services. Good two-way communication is maintained. There are policies and guidelines for the organisation and participation of off-site activities and visits, and there are efficient arrangements for dealing with first aid and sickness. Lunchtime staff are very well organised and managed. They work as a cohesive team, are fully involved in the life of the school and provide a good level of care at lunchtimes. Safety and security is considered at all times whilst not affecting the relaxed and easy atmosphere in school. Regular checks are carried out on electrical and fire equipment, and the health and safety policy (which includes risk assessments of activities) is displayed in every classroom and around school.
- 47 The school provides very good support and guidance for its pupils and has created a caring and secure environment. All staff know pupils and their individual needs well and have a genuine concern for their progress, welfare and personal well being. Pupils find their teachers approachable, responsive and encouraging. The high quality relationships between teachers and pupils are the basis upon which the support is built, and contributes to pupils' confidence and enthusiasm for school. The school is a happy place, and pupils and staff enjoy being there.
- 48 There are very good procedures for monitoring and promoting good behaviour. The behaviour policy is regularly reviewed and involves all staff, parents and governors. Pupils recently helped to review the school's vision statement and draw up their own classroom rules each year. There is a clear and structured approach to monitoring and recording behaviour which is applied consistently by all staff. Each class teacher keeps a 'children's log' which details all aspects of pupils' development. Lunchtime staff also keep a log of incidents of unacceptable behaviour, and report cards and behaviour tracking sheets are used in classrooms. Anti-bullying strategies are thorough and ensure that pupils live and work in harmony. The emphasis throughout the school is on rewarding good behaviour, and staff use individual, group and whole class awards regularly. Staff show considerable respect for their pupils and for each other which contributes strongly towards the calm and friendly atmosphere within the school.
- 49 Since September, the school has improved its monitoring of attendance, and unauthorised absences are reducing as a result. There is an efficient system of checking registers maintained by the office staff and monitored weekly by the deputy head. Contact with parents is made on the first day of absence if the school has not received any notification. Pupils arriving late are recorded daily and again monitored weekly. Parents' attention to the importance of regular attendance and punctuality is constantly emphasised through letters and newsletters, and the home-school contract has been used with parents to remind them of their commitment.
- 50 Personal and social development is intrinsic in the life of the school and every opportunity is taken to encourage pupils to be increasingly self-confident, independent

and proud of themselves. Daily routines are reinforced and pupils work their way through the school day well. They respond positively to the high expectations of staff and the learning ethos in the school. Staff have a good knowledge of all aspects of their pupils' development, and the children's logs monitor behaviour, attitudes and progress on a daily basis. Teachers share learning objectives at the beginning of lessons and topics, and later review them by asking pupils whether they feel they have achieved them. Targets for whole classes are displayed in classrooms and termly targets are set for each pupil in English, mathematics and science. The pupil profiles build up a cumulative picture of progress over the years for staff, pupils and parents. The school works well as a whole community and takes pleasure in each other's success. Assemblies are used to celebrate and acknowledge achievements and activities, and are enjoyed by all.

- 51 The provision for pupils with statements for their special educational needs is good. Statutory requirements for each of the six pupils with a statement of special educational need are fully met. Pupils with special educational needs generally make good progress given their prior attainment, especially in literacy and numeracy sessions. Progress is slower when pupils encounter a range of different curricular activities and subjects in the same lesson and the teachers' planning does not reflect how these will help pupils with specialised needs to acquire skills, knowledge and understanding that are appropriate for them. Overall these findings represent an improvement on the last inspection when pupils with special educational needs were seen to make slow but steady progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 52 The school has continued to maintain the good partnership with parents reported in the last inspection and is constantly looking for new ways to involve parents in school life and their child's education.
- 53 Parents are very positive about the school. They feel that the school values their opinion and support, and that their concerns are generally acted upon quickly. They find staff approachable and helpful, and appreciate the good teaching and the way the school is managed.
- 54 Parents receive very good quality information about the school, its philosophy and approach. The prospectus is detailed and interesting, and the annual report from governors provides a delightful insight into the work of the school over the year. Newsletters go home often, and are full of news as well as acting as a vehicle for messages and support. Leaflets on specific issues (such as numeracy) provide parents with information and also suggest ways in which they can help their children at home.
- 55 Parents are kept well informed about their child's progress. They meet with class teachers in the autumn and spring terms to discuss and review targets that they have set together, and in the summer term to discuss the written report. The reports give a clear account of what pupils are able to do in English, mathematics and science but give limited information on other subjects. The targets set in English, mathematics and science are specific and indicate what pupils need to work on to improve. The reports do not indicate National Curriculum levels or relate pupils' performance to national expectations so parents cannot judge performance against others, but they do give a good indication of pupils' progress over the year. Parents are asked to respond to the report via a tear-off slip, and these are kept with a copy of the report. National Curriculum results are reported at the end of each key stage which tell parents the

levels average pupils are expected to reach. The pupil profiles are a cumulative record of pupils' achievements and work, and parents can see the progress their child has made from reception onwards. The informal communication between staff and parents is very good, and the school is quick to respond to individual concerns. The parents of pupils with special educational needs are kept well informed and are welcome to discuss their children's progress at regular review meetings.

- 56 The school works extremely hard to involve parents in the life of the school and offers them many opportunities to be part of their child's learning. Not all parents take advantage of this, but those that do appreciate the efforts of all staff. Parents' views are sought regularly through questionnaires and although not as many parents respond as the school would wish, their concerns are considered and responded to. The parents' consultation evenings are well attended and the school contacts those parents who do not attend to arrange alternative times to share views. The home-school message book is a good device for two-way communication, and some parents and teachers have a regular dialogue. The home-school agreement is now well established. Parents' views were sought and the draft agreement sent home. Parents were asked to sign the agreement at the consultation evening in the autumn term alongside the class teacher. Special meetings have been organised to introduce parents to new initiatives or to give specific information. Some (such as the meeting prior to the Year 6 residential trip) are well attended and others (such as those on the literacy and numeracy strategies) are poorly attended. Parents have been invited to join in a numeracy lesson and the few that did found it extremely enjoyable and interesting. A recent initiative with Soundwell College provided an information technology bus that offered computer literacy courses for parents. Parents are fully involved in the school's procedures for monitoring behaviour. They are contacted at all stages and fully informed of any action taken or strategies developed. The school sees parents as essential partners and seeks their support in reinforcing their approach at home. The school has organised a 'Coping with Kids' course for parents in the autumn term which will give practical advice on behaviour management. Quite a number of parents offer their help during the school day either in lessons, listening to readers or helping on trips. The school uses their help and expertise effectively. The governing body is also firmly committed to encouraging parents to take an active role. There is a specific committee that looks at ways to further the relationship and there is a regular 'surgery' when parents can talk to a governor and air any particular problems. The parent-teacher association is very active and works unceasingly to raise money for the school and support its work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 57 Overall, the leadership and management of the school are very good. The headteacher provides strong, effective leadership and, with the support of key management staff gives a very clear direction for the development and improvement of the school. The improvement in the quality of education owes much to his leadership and the effective support of a hard working and committed team of staff and governors. Together they have succeeded in creating a learning environment where behaviour and relationships are very good and pupils feel secure and valued. There is a positive ethos that reflects the school's commitment to high educational standards and equality of opportunity for all pupils. The school's vision statement of 'Valuing people, valuing learning and celebrating achievement' is shared by all and underpins its work.
- 58 The headteacher maintains a very good balance between the strategic and administrative and monitoring elements of his role. In all of these he is well informed. The headteacher and deputy headteacher monitor the work of teachers in the

classroom and provide feedback in order that staff might improve their performance. Targets are agreed each year and form the basis of future observations. Support is provided where necessary and relevant courses are made available to staff to develop their expertise. The school has made significant improvements in this area of its work since the previous inspection and has been effective in raising the standard of teaching in the school. Through these avenues, and by monitoring and evaluating the school's performance on a day-to-day basis, the headteacher has a clear view of the effectiveness of the school and the impact of new initiatives.

- 59 In response to the last inspection report the headteacher has created a clear and effective management structure that includes the deputy headteacher and three senior teachers. Each member has a job description and a clearly defined management role. They work very effectively in their individual and collective roles as part of the school leadership team. They meet regularly and provide the school with a clear strategic view for its future development. Effective communication systems are in place to ensure that all members of staff understand the school's priorities for development and work successfully as a team. There are curriculum managers for all subjects and working parties have been formed with governors and staff drawn from different key stages to support the managers in their work. The managers for literacy and numeracy have been very effective in introducing the National Literacy and Numeracy Strategies. Both these initiatives are well managed particularly with regard to monitoring and evaluating teaching and pupils' learning. The managers have observed lessons and discussed with teachers their strengths and areas for further improvement. Teachers' planning is checked and resources are maintained. As a result of their hard work and the support of colleagues; pupils are making good progress in their learning throughout the school. All subject managers have performed an audit in their subjects and have drawn up action plans that outline areas for development over the next three years. They collect evidence in their subject from each class twice a year, analyse the results and identify areas for development.
- 60 The co-ordinator for special educational needs (SENCO) is very experienced. She is well informed and works closely with the special educational needs governor, who is a support assistant within the school. The documentation has been carefully reviewed and the individual educational plans are very detailed. Precise target setting is a good feature of the work. Although there is a good deal of documentation, it is not easy to see at a glance the overall progress that pupils make from term to term. The co-ordinator has received some release time from her class responsibilities but this has mainly been concerned with administration and improvements to the documentation. Little release time is given on a regular basis for the co-ordinator to monitor the provision and make assessments of individuals.
- 61 The contribution of the governing body to the effective running of the school is good. The chair works closely with the headteacher and is well informed about the work of the school. The governing body has a good structure that enables governors to be kept well informed and play a vital role in shaping the direction of the school. All governors' committees have appropriate terms of reference; they meet regularly and report back to the full governing body, as appropriate. Governors take their responsibilities seriously and are committed to raising standards in the school. They have a clear view of the strengths and weaknesses of the school and how the school needs to move forward. There are governors for literacy, numeracy and special educational needs, all of whom are knowledgeable and very supportive of the work in the school. The prospectus and governors' annual report to parents meets statutory requirements. The governing body fulfils all its statutory responsibilities.

- 62 The school is committed to raising achievement. This is exemplified by challenging targets that have been set for cohorts of pupils in Year 6 for the improvement in standards in English and mathematics. Individual pupils have been set targets for improvement in English and mathematics and in the area of personal development. The school has made a thorough analysis of tests that have been taken and particular strengths and weaknesses have been noted. Planning is being adjusted on the basis of these findings, and groups of pupils have been identified for further support. Efficient tracking procedures have been established to monitor the progress of different groups.
- 63 The school development plan is an effective working document of high quality, and is based on a thorough audit of the school's present position. The school has set itself a manageable number of clearly defined measurable targets that focus on the raising of standards. This is an improvement since the last inspection, when this area of the school's work was unsatisfactory. The school's development plan is well structured; with clear and relevant targets to guide its development. The priorities are thoroughly costed and closely related to the budget and are discussed by the school leadership team, the teaching staff and the governing body and the priorities for action are agreed, as are the criteria for measuring their success. The school budgets very carefully, and the financial implications of each of the identified priorities are carefully evaluated. Good procedures are in place to measure value for money. Prudent financial management has enabled the school to plan further improvements to the quality of teaching and learning opportunities. Specific grants received by the school are used for the purposes for which they are intended and there is a detailed record of how the money has been spent. The specific grant for special educational needs is used very effectively for its designated purpose. Taking into account its overall effectiveness, context and income the school provides good value for money.
- 64 Very good financial reporting and control systems are in place, which ensure the effective day-to-day monitoring and management of the school's budget. All expenditure is well documented and governors monitor income and expenditure. The school applies the principles of best value, obtaining competitive prices for all expenditure. The secretary carries out her duties pleasantly and very efficiently, providing good support for the headteacher and teaching staff. The school makes good use of new technology for managing the budget.
- 65 Provision for the induction of staff new to the school is good. Care is taken by the headteacher and deputy to ensure the new teacher is well supported within the classes, with non-contact time allocation for this. There are sufficient teachers for the number of pupils on roll but the number of non-teaching staff is low and this aspect is only satisfactory. All staff have clear job descriptions, which are reviewed through an annual discussion with the head teacher. Staff are suitably trained and qualified for teaching this age group and have between them sufficient knowledge and expertise to meet the National Curriculum requirements and religious education. There are opportunities for teachers and support staff to attend courses, based on the identified needs of the school and individual needs and interests. Knowledge gained on these courses is now effectively disseminated to other teachers. The school is a provider of initial teacher training and these students make a valuable contribution to pupils' learning.
- 66 The accommodation is unsatisfactory and it does not provide a satisfactory learning environment for the pupils. The Victorian building is maintained as well as possible by the caretaker but the peeling paint on walls and the continuing inadequacy of the staff toilets makes it an unsuitable environment. Wall displays are used to good effect to disguise the appearance. Classroom sizes, particularly for Reception classes, limits

activity. Access to an outdoor play area near the classroom is a particular omission. Classroom sizes are generally adequate but some lack areas for practical activities and group work. The library is accessed from a playground and it is used well and is attractive and furnished with non-fiction books. Storage for sports equipment is conveniently located and adequate. Playgrounds are overcrowded with poor surfaces. There is a good field area used for sport and a pleasant conservation area. The deficiencies in the current accommodation is intended to be rectified in eighteen months time, when the school moves into a new building.

- 67 Resources are used efficiently to raise achievement and overall there are sufficient learning resources, except in design and technology where they are insufficient and information technology where many machines, both computers and printers, are out of date and need replacing. Plans for a fully furnished computer suite, which includes the provision of 16 new computers, are at an advanced stage. The school is mindful of the need to update computer equipment that is used in classrooms. The provision of outdoor play equipment and an appropriate area for the children who are under five is also unsatisfactory. In English, mathematics, science, art, geography, history, physical education and religious education, resources are good. They are satisfactory in music. There is a good non-fiction library and satisfactory fiction class libraries.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further the quality of education in the school, the headteacher, governing body and staff should:

- Improve standards in writing by:
 - focusing on the development of punctuation and spelling in all aspects of writing across the curriculum;
 - creating more opportunities for pupils to draft and redraft their work on computers. (see paragraphs: 2,3,4,5,86,87,88,91)
- Improve standards in information technology, particularly in Key Stage 2 by:
 - implementing in full all aspects of the National Curriculum for information technology;
 - using computers more consistently to support pupils learning across the curriculum;
 - developing a scheme of work to underpin the development of skills;
 - devising and implementing a range of manageable assessment procedures;
 - improving the provision of computers, printers and software;
 - providing further staff training. (see paragraphs: 6,8,29,67,91,102,136,138,140)
- Improve the provision for the development of skills, particularly in design and technology, geography and history by:
 - developing schemes of work for each of these subjects;
 - ensuring that all elements of the scheme of work are covered;
 - ensuring that the curriculum focuses on the progressive development of skills; (see paragraphs: 8,29,117,119,122,130,134)
- Raise standards in design and technology, particularly at the end of Key Stage 2 by:
 - developing a scheme of work;

- ensuring that the curriculum focuses on the progressive development of skills; (see paragraphs: 8,29,117,119)
- Raise standards in music in Key Stage 2 by:
 - ensuring all elements of the scheme of work are covered;
 - continuing to develop staff expertise. (see paragraphs:8,29,142,143,146)
- Extend the very good assessment procedures in English, mathematics and science to include all other subjects of the curriculum. (see paragraphs:43,130,135,141,157)
- Provide an appropriate range of outdoor equipment for the children who are under five. (see paragraphs:66,77,78)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	106
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	22	53	18	0	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	578
Number of full-time pupils eligible for free school meals	0	83

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	135

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	43

Pupils who left the school other than at the usual time of leaving	21
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Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	48	30	78

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	40	40	44
	Girls	28	27	28
	Total	68	67	72
Percentage of pupils at NC level 2 or above	School	87 (95)	86 (93)	92 (92)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	44	45
	Girls	26	27	27
	Total	63	71	72
Percentage of pupils at NC level 2 or above	School	81 (95)	91 (98)	92 (97)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	46	35	81

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	25	33
	Girls	27	23	31
	Total	58	48	64

Percentage of pupils at NC level 4 or above	School	72 (63)	59 (59)	79 (66)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	32	36
	Girls	24	22	24
	Total	52	54	60
Percentage of pupils at NC level 4 or above	School	64 (63)	67 (52)	74 (65)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	4
Indian	2
Pakistani	1
Bangladeshi	1
Chinese	0
White	554
Any other minority ethnic group	16

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	4	1
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)	22.9
Number of pupils per qualified teacher	25.2
Average class size	28.9

Education support staff: YR – Y6

Total number of education support staff	7
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Financial information

Financial year	1999 - 2000
	£
Total income	896619
Total expenditure	901618
Expenditure per pupil	1570

Total aggregate hours worked per week	22.29
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Balance brought forward from previous year	15721
Balance carried forward to next year	10722

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	578
Number of questionnaires returned	116

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	3	2	3
My child is making good progress in school.	52	41	5	2	1
Behaviour in the school is good.	39	51	9	0	2
My child gets the right amount of work to do at home.	30	53	13	4	0
The teaching is good.	57	40	3	1	0
I am kept well informed about how my child is getting on.	41	44	10	3	1
I would feel comfortable about approaching the school with questions or a problem.	64	35	1	0	0
The school expects my child to work hard and achieve his or her best.	55	44	1	0	0
The school works closely with parents.	41	47	9	1	2
The school is well led and managed.	56	41	1	0	3
The school is helping my child become mature and responsible.	40	53	3	0	3
The school provides an interesting range of activities outside lessons.	15	41	23	5	16

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

- 68 When children aged under five enter the school their attainment is generally below average especially with regard to skills in speaking and listening. Good progress is made and attainment is in line with the expected standards by the time that children are five. Some elements of physical development are weaker due to the fact that there are no opportunities for outdoor play as is required by nationally agreed guidelines for children of this age. Children with special educational needs are well integrated and the provision for those with statements of special educational need is caring and sensitive. Additional funding arrangements allow a boy with a physical disability to receive effective support from an assistant during some sessions. He is taught within a class where there are also two children with a statement of special educational need. Although they do receive well-targeted support for parts of the day there are often circumstances where the teacher receives no adult support where this is clearly necessary. The present arrangements for providing support staff to assist the teachers in all the reception classes are inadequate, especially when compared to similar schools.

PERSONAL AND SOCIAL DEVELOPMENT

- 69 Children are on course to achieve the nationally agreed standard for children who are aged five with regard to their personal and social development as a result of the very good opportunities that are offered to them. The quality of teaching and the quality of learning are very good. Strengths of the teaching relate to the high expectations of the children's behaviour and the very effective role models that teachers provide. They are consistently positive with pupils and this builds pupils' self esteem and helps them to persevere with challenging tasks.
- 70 From the time that they first enter the reception classes, children are encouraged to make independent choices from a wide range of appropriate activities. The teachers help children to feel safe, secure and confident. As a result, they settle well, work and play independently and most are willing to take turns and share equipment. The children have a caring attitude towards each other, and those with special educational needs are very well integrated. All children under the age of five respond positively to new challenges and enjoy their work. They are attentive and interested in all that they do. Many are able to sustain interest in their activities. They are polite, very friendly and well behaved and have a good understanding of what is right and wrong. The children build effective relationships with adults and with each other. When pretending to be customers in the shop, for example, they work co-operatively together. They show sensitivity when discussing how to look after their environment. They learn to express their feelings when talking about people who are special to them and special occasions that they have enjoyed. During the inspection they thought about animals that helped people and learned how guide dogs can assist people who cannot see. When one of the teachers had to help a boy who had fallen down they waited sensibly on the carpet area and asked how he was when he joined them. One child offered him a piece of fruit to make him feel better. They attend acts of worship and try their best to join in with the singing and the prayers. Individuals are pleased to be chosen for jobs or to be rewarded with smiley faces for their efforts. They show maturity when tackling jobs such as clearing away, getting out equipment, helping someone else to dress after physical activities and join in willingly with the teachers' suggestions.

LANGUAGE AND LITERACY

- 71 Children make good and sometimes rapid progress in this area of learning as a result of skilful teaching and an appropriate style of the Literacy Hour. The present standards being attained indicate that most children are on course to meet the nationally agreed standards by the time that they are five. There is a wide variation between children's skills in expressing themselves and although a few are fluent and have broad vocabularies, many have limited skills in speaking and listening when they first enter the school.
- 72 Teachers concentrate on providing an environment that is rich in language to ensure that the children develop varied and extensive vocabularies. Listening skills are reinforced well and children enjoy hearing stories such as 'Katie Morag delivers the mail.' A few children are reticent when speaking in front of others but they are given good encouragement as was seen when a boy with special educational needs shared his description of a holiday visit. Purposeful questioning helps the children to consider how to reply and also assists the teacher in assessing individual children's capabilities. A thoughtful question posed by one teacher 'Would you see a reindeer at the seaside?' (when a boy thought that he had seen one), helped the children to discuss that perhaps it was a donkey that he had spotted. At the start of their school life, some children already show that they are developing early reading skills and these are in advance of what would be expected. They know that print gives meaning and that they read from left to right. The children handle books well and several are beginning to recognise repetitive words in simple reading books. Consistent strategies used by the teachers based on a commercial scheme enable children of all abilities to recognise the letters of the alphabet and most can say the sound of the initial letter of a word even if they may not be able to read the word itself. In the 'post office' their learning is reinforced when they practise sorting 'the mail' into the correct alphabetical pockets. Children are building up simple words by their sounds and enjoy practising their 'box of words'. With magnetic letters they try to spell seaside words and then confidently 'read' these out to their friends. Children are given good opportunities to write for different purposes and when they attempt to write their own postcards. Some of the higher attainers produce phonetically justifiable spellings. Even the lower attainers are encouraged to write and share their efforts with the class. With support from an adult, the children with special educational needs are able to write their names on the computer, and children with more advanced skills produce sentences when they are letter writing. Accurate handwriting formation is developing. Some children show that they can produce a consistent type of script while others struggle to control their pencils when forming letter shapes.

MATHEMATICS

- 73 Attainment for the majority of pupils is average by the age of five and a few children are attaining beyond the level expected in the area of mathematics that is associated with number. The quality of teaching and the quality of learning are good with some very good features and the teachers seize every opportunity to enable children to apply their developing knowledge and understanding.

- 74 Through games and practical activities, many of the children successfully sort bears and other objects by their colour and shape. They recognise repeating patterns and accurately maintain them with practical equipment and when painting and drawing. Most are familiar with action and number songs and rhymes that reinforce their knowledge and growing awareness of numbers and shape. They are introduced to simple subtraction when they sing about 'five currant buns in the baker's shop' and 'five little speckled frogs'. Many independently recognise numbers up to ten, place them in order on number line and identify a missing number in a sequence. The higher attainers work out which number is added to two to make a total of six, for example. They successfully use their knowledge of number facts to calculate simple addition and subtraction mentally and on paper. Most understand mathematical terms such as 'more than' and 'less than' as teachers use these terms well in appropriate contexts. The children copy the language heard and use the correct vocabulary when they fill containers in the sand, for instance, but some of this work is not sufficiently structured to develop further mathematical understanding. They confidently count forwards and backwards to ten and a few children count and use numbers accurately to twenty. The teachers have high expectations and also involve the children in counting in twos and tens when they participate in the numeracy sessions. A higher attaining boy was keen to show that he could count up to at least 100. Children develop a sound understanding of time by sequencing their day and naming the days of the week. Higher attainers tell the time on clock face and know the difference between the short and the long hands. Many correctly recognise common geometric shapes such as a square, rectangle, triangle, and circle with some of the higher attainers showing a familiarity with the properties of shapes. Children develop their understanding of weight and volume through planned activities in the sand tray and when they decide which parcels are the heaviest and the lightest in the 'post office'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- 75 The children's attainment in knowledge and understanding of the world meets the standards expected by the age of five and they make good progress as a result of high quality teaching. There is a clear emphasis on the provision of first hand experiences and teaching methods are competent and imaginative.
- 76 Children begin to understand some of the differences between the present and the past when they recall how they have grown in their own lives. Visits from a baby reinforce this and help the children to notice the changes from birth to being a year old. They learn about where they live and aspects of the environment by visiting a park, the library and the local post office sorting office. They investigate with enthusiasm how long it takes for a letter to be delivered. They know some of the creatures that might be found in ponds and woods, by observing at close range. A well organised activity enabled the children to simulate rainy day and dribble water on to envelopes. This is to test whether felt pens, biro, pencils or crayons are best for writing the address so as to ensure that it stays legible in poor weather. In their design and technology work, children develop good skills in cutting and joining paper and card. They design a pair of trousers for 'little bear', consider appropriate materials and make stamps and envelopes. They use a range of construction equipment competently to make toys and structures. All children use information technology well to enhance their learning. Most are secure in the use of the computer, know the function of keys and show a good degree of control when using the mouse to move pictures and shapes around the screen. They adeptly follow programs that reinforce the learning of sounds and shapes and are learning to write their names and simple sentences on the screen. When using a programmable toy they tap in the appropriate information so that it can be directed along a route that they have built, through an opening and into a 'garage'.

PHYSICAL DEVELOPMENT

- 77 Children make satisfactory progress in developing their physical skills. The quality of teaching and the quality of learning are at least satisfactory. Skills in teaching relate to careful management of children, a keen awareness of safety factors and encouraging children to participate without losing confidence. Opportunities for children to practise their techniques and consistently receive direction in the acquisition of skills during physical education sessions are areas for further improvement.
- 78 Many children are on course to meet the expected standards by the time that they are five, with regard to the development of fine muscular control. They handle small tools such as pencils, scissors, and glue spreaders with competency. Good opportunities exist for children to paint with different sizes of brushes and practise writing patterns, mould play dough, pour sand and balance bricks. They take apart and build with construction toys, manipulate jigsaw pieces, fill containers with various materials and place items accurately when engaged in small world play. Most are adept when using the computer keyboard and operating a mouse. All these activities help children to improve their fine movements and control them with precision. Children learn to run, jump, dance and use small apparatus in sessions in the hall. Several were able to throw items accurately into a bucket during a practice for a sports event. Children in the reception class do not have access to a designated area for specific outside play where they can improve their skills in co-ordination and develop specific large muscular control by riding tricycles, manoeuvring wheeled vehicles and supporting themselves on suitable climbing apparatus on a daily basis.

CREATIVE DEVELOPMENT

- 79 Most children are on course to meet the desired outcomes for creative development by the age of five. They usually make good progress in acquiring and developing their creative skills as a result of good teaching. Slower progress occurs where there is little evaluation about the purpose of the activities and adults do not intervene to demonstrate the necessary techniques. Where there is the teaching of techniques such as paint mixing, this enhances the children's knowledge particularly well.
- 80 Good opportunities exist for the children to explore mark making and they make close observational drawings of pieces of fruit with pastels to represent what 'The Hungry Caterpillar' ate. They learn to make handprints and arrange their fingers precisely so as to make a 'spider' picture, paint freely from their memory and imagination and produce a scene for a postcard. Freedom to experiment with materials such as egg boxes and pipe cleaners enables them to produce effective 'hanging' spiders. Good collaborative work occurs when the children work on large pictures together such as the one depicting the Jolly Postman. Although they apply collage materials to make pictures, some of the outcomes of the work in this medium indicate that adults have tended to prescribe them. Children enjoy learning new songs and sing along well with adults. They learn the names of musical instruments, identify them when they have their eyes closed and make good comparisons between the sound of a guiro and a tambourine. Role-play opportunities are carefully planned in the 'Post Office' and these enable pupils to play out situations in everyday life as was seen when pupils weighed parcels and queued up to buy stamps. This type of activity is usually well structured and most productive in the development of conversational skills when adults work alongside children to give them ideas. It also helps the children to learn to relate to each other. The limited space in classrooms presents some limitations for the development of the role-play areas.

- 81 The quality of teaching in the reception classes continues to be good. The teachers are very committed to the pupils. They manage them very well, form positive relationships and ensure that pupils make a happy start to their school life. The teachers have a secure knowledge and understanding of how young children learn. The work is appropriately planned to enable the children to have a range of first hand experiences in most of the required areas of learning. A particularly good feature of the work is the independence that children are given and this is an important contribution to their personal and social development. The quality of adult intervention in the activities determines the rate of progress that can occur and this varies throughout the day. Some aspects of the timetable are not sufficiently structured and planned, as for example when children spent too long watching a video or when a teacher heard individual children read while others coloured in and cut out worksheets. In some cases, expectations with regard to the quality and amount of written work that higher attaining children can produce is too low. Usually a good balance of self initiated activities and those that are guided by adults are provided in order to teach basic skills well. These are carefully planned with reference to the learning outcomes nationally agreed as important for young children. As a result, children enjoy their learning, consider it to be play and quickly make progress.
- 82 The curricular provision is good overall for children who are aged under five. A strong emphasis is placed on providing first hand experiences of quality, encouraging children to make choices about some of the activities that are available and helping them to acquire language skills. Numeracy and literacy sessions are appropriate for the ages of the children. Physical development is restricted due to a lack of outdoor play space and equipment specifically for the children who are aged under five.
- 83 The local education authority's test for children in the early weeks of their school life assists teachers in establishing clear starting points for learning. Assessment procedures are comprehensive and detailed information that is gathered is used successfully to plan future activities, highlight individual concerns and to identify those children who have specific emotional needs or may have learning difficulties.
- 84 Arrangements for children starting school are good and the school works hard to forge positive links with parents. They are kept well informed about the work on topics that are being undertaken and are encouraged to take an active interest in their children's learning.
- 85 The present reception class teachers, who support each other well, satisfactorily manage the provision for children who are aged under five. Unusually there is no co-ordinator for the pre-Key Stage 1 phase of children's learning, nor is there any regular monitoring and review of the provision for the under fives. The number of support staff and the amount of time that they spend with children in the reception classes is inadequate for the children's needs and the teachers' efforts to provide a stimulating and varied curriculum. Even during the literacy and numeracy sessions, teachers do not have enough adult support for children carrying out group activities. When support is given, it is first rate and complements the experiences that the teachers are endeavouring to provide for the children. The accommodation and resources for children who are aged under five continue to be a cause for concern. The last inspection findings were that the classrooms for the under fives were restricted in terms of space for large apparatus and resources for structured and investigative play. Teachers and children still work in cramped conditions in the reception classrooms and some of the furnishings and resources in the rooms are shabby and well worn. There is no outdoor play area especially for the reception children, with the associated

wheeled vehicles, climbing and clambering apparatus to enable them to develop skills in co-ordination and balance on a daily basis, as is required. The present situation with regard to the lack of outdoor play facilities has not changed since the last inspection but this element was not highlighted.

ENGLISH

- 86 In the 1999 National Curriculum tests attainment in English at age seven was broadly in line with the national average, with per cent of pupils reaching Level 2 or above in reading and 86 per cent in writing. Pupils in the present Year 2 class show a similar level of attainment. In the 1999 National Curriculum tests attainment in English at age 11 was below the national average. The number of pupils achieving Level 4 or above (72 per cent) was in line with the national average but the number reaching the higher level (Level 5) was a little below this standard. The impact of the Literacy Hour, the development of a fine non-fiction library, new resources and new teachers has had a positive impact on raising standards. Pupils in the present Year 6 show a level of attainment that is broadly in line with the national expectation. In written work and in reading the overall trend is towards a raising of standards at the end of both key stages. The standards observed in reading during the inspection were good at both key stages. However, there is still a noticeable weakness in written work, particularly in the basic skills of punctuation and spelling.
- 87 Literacy standards in the school are sound. Pupils come into school with some under-development of skills in English but they make good progress in all aspects of the subject, especially in reading. Younger pupils talk in small and large groups and listen and respond to stories and instructions, although they are not always able to express their ideas fluently. They all understand how to use books and talk about the characters and events in stories. Pupils in Key Stage 1 are able to participate very well in the Literacy Hour and it has made a very valuable contribution to their progress. Many pupils are able to write well by the end of Year 2 although the majority of pupils continue to make errors in basic spelling and punctuation and this weakness continues into the next key stage.
- 88 Pupils in Key Stage 2 make good progress in speaking and listening and these are fostered by the work in the Literacy Hour and in other subjects such as history and science. Standards in reading and writing are sound for the majority of pupils in all year groups. However in Year 5 there are more pupils who are noticeably weaker in many aspects of literacy. Pupils value books and respond well to the creative aspects of writing. All pupils enjoy their work in English and talk with enthusiasm about the books that they have read. They can write in a variety of ways depending on the subject they are writing about and the audience it is for. The majority of pupils can express themselves clearly and presentation skills are usually satisfactory because pupils have well-practised skills in handwriting. However at present they rarely use computers to develop their work by drafting and redrafting. Raising standards is a priority in the school development plan and the school has reached its target for pupils at age seven and eleven in the recent National Curriculum tests. The development of literacy across the curriculum is very effective, with all subjects being used to extend experience and develop skills in speaking and listening, reading and writing.
- 89 At the end of both key stages listening skills are good and levels in speaking are satisfactory. The development of language is well planned and pupils quickly begin to work in a way that will help them to progress. In all year groups speaking and listening skills are developed through discussion activities and pupils are able to speak confidently to adults and in class. Older pupils can generate ideas in brain storming

sessions - for example they were observed generating lists of descriptive words about squirrels in Year 4, and in Year 6 they were able to develop detailed character analysis of key figures in 'The Lottie Project' and 'The Demon Headmaster'. The work planned for in the Literacy Hour fosters the development of skills in speaking and listening, and other subject areas including history and art also make a valuable contribution. However, although the school does put on plays at certain times of the year, little use was made during the inspection of drama or role-play to extend pupils' skills in speaking and listening. Listening skills are good, for example pupils follow instructions well but many find difficulty in expressing their ideas fluently by using an appropriate range of vocabulary.

- 90 Standards in reading at the end of both key stages are sound for the majority of pupils and there are some really able readers in all year groups. Most pupils enjoy books and take pleasure in reading. The majority of younger pupils can use a variety of strategies to support their reading including the use of phonics and picture clues. However some pupils do need more support with the use of these strategies in deciphering unfamiliar words and support for them in group reading sessions good. The school does not use one specific reading scheme, but instead pupils are encouraged to use a variety of books appropriate to their ability level. This is carefully monitoring and ensures that pupils make good progress. Pupils enjoy a close study of fiction and non-fiction texts and by the end of their time in the school they have experienced a rich variety of literature including a wide range of poetry. Most pupils belong to the public library and their library skills are very well developed as the school library provides good opportunities for them to develop skills in research. Some pupils have very good reading standards and they are encouraged to make extra progress because of the challenging activities provided in lessons. The use of non-fiction texts was particularly successful during the inspection week. Some pupils with special educational needs have difficulty in reading but they are well monitored and are making good progress. Higher attaining pupils have good skills in skimming and scanning when looking for information and they have an impressive command of technical vocabulary when using non-fiction books. Pupils of average attainment are able to read and enjoy a variety of books and have well established reading strategies to help them decode unfamiliar words. Pupils are now also developing the use of computers to further their skills in some aspects of reading and research.
- 91 By the end of Key Stage 2 written work is often presented well, with most pupils being able to use joined up writing, rather than printing, as this is introduced early in their school career and practised frequently. However, some pupils choose to use pencil rather than pen and this does affect the presentation of work to some extent. The higher attaining pupils are able to write about and illustrate their ideas very well and many can produce pieces of extended writing to support their work in other subjects. There is evidence in the classroom displays and in discussions with children that pupils are encouraged to concentrate on grammar, spelling and punctuation. For example, all pupils are clear about the full stop and capital letter rule when asked. However, many pupils throughout the school fail to follow the rules that they have been carefully taught; written work in all subjects is marred by failure to follow basic punctuation and spelling rules. The range of written work is good with evidence of really creative and imaginative work and of writing for a variety of purposes and audiences. Pupils in Year 1 had made pamphlets to persuade tourists to visit Weston-Super-Mare, in Year 5 they aimed to persuade their readers about the attractions of football in Tudor times, they also make posters and write diaries and letters. The stories and books read in the Literacy Hour often provide considerable scope for creative work and pupils take full advantage of this. Stories used also link well with other subjects, for example 'The Silver Sword' and other novels have been used in Year 6 to help develop an

understanding of the impact of war on young people. Pupils also write and illustrated their own stories and poems. At present there is insufficient use of word processing to help pupils improve and extend their written work or to develop skills in drafting and re-drafting.

- 92 Learning is very effectively monitored in English and pupils make good progress. The subject makes a good contribution the social, moral and cultural development of pupils and to their multicultural awareness, for example in the 'A is for Africa' work in Year 3. Effective systems of assessment and recording of information about individual pupils are used in the planning for groups and activities within the class. There is a good match between the teaching strategies in use and the needs of the pupils and this helps them to progress well. Pupils with special educational needs are given the kind support that enables them to make good progress in relation to their prior attainment.
- 93 Pupils enjoy their work in English and their response in lessons is very good, pupils of all ages approach tasks in English with confidence and enthusiasm. The majority of younger pupils understand the terms author and illustrator and can distinguish between fiction and non-fiction - they enjoy reading all kinds of books. Older pupils understand how to use reference books to access information and they enjoy research work.
- 94 The quality of teaching is very good overall. It is satisfactory or better in all lessons. It is good or better in 84 per cent of lessons, very good or better in 55 per cent, and in 17 per cent it is excellent. Class teachers have a good understanding of all aspects of the teaching of the English and they are confident in teaching the basic skills in all aspects of reading and writing. Teaching is effective in small groups and with the whole class. The teaching of creative writing is good and the approach to planning for the Literacy Hour is very effective. Teachers have very high expectations of their pupils and usually provide work that challenges even the most able. In the most successful lessons pupils made excellent progress because of the pace and rigour of the work, the high quality of questioning and the exciting range of activities. However in less successful lessons the time available was not used well enough and pupils were not kept firmly on task. Sometimes photocopies of texts were used when real books would have provided greater stimulus and enjoyment for pupils. Planning is good and the literacy programme has been implemented very effectively. Pupils with special educational needs are identified and individual education plans and learning support are available. Work is marked frequently, comments are helpful as well as encouraging, and assessment procedures are good.
- 95 The subject is very well managed particularly with regard to monitoring and evaluating pupils' learning. The Literacy Hour has been implemented very effectively and the subject manager monitors the teaching of all aspects of English. There are well-chosen resources for work in all aspects of literacy, and the non-fiction library is now a valuable resource that is very effectively used. The school has a clear focus on providing appropriate resources and a rigour in monitoring and planning that has contributed to the high standards observed during the inspection. Improvement since the last inspection has been very good. Standards of teaching and of assessment have improved and new resources and a new library have been provided - resulting in the improvement of standards of attainment in the English and in literacy across the curriculum.

MATHEMATICS

- 96 At the end of Key Stage 1 the proportion of seven-year-old pupils reaching the expected standard in the 1999 national tests was close to the national average. The proportion

reaching higher level was above the national average. When the test results are compared with schools from similar backgrounds pupils' attainment is above the average. The proportion of eleven-year-olds reaching the expected standards in the 1999 National Curriculum tests was well below the national average and was well below that of similar schools. The group tested in 1999 contained a higher than average number of pupils with special educational needs. Some of these did well to reach Level 2 but they were unable to attain the higher levels, which would have raised the overall averages. Inspection findings indicate that pupils' attainment at the end of both key stages is now reaching the national average and that learning and progress is good.

- 97 By the age of seven, pupils attain average standards in shape, space and measures but higher standards in number. Pupils enter Key Stage 1 with only average attainment of basis number skills. These are steadily built on as they move through the school. In Year 1, pupils' confidence is built on as they are given tasks well matched to their ability. They recognise numbers up to 100 and spot patterns in the 100 number square. They soon find easy ways to add 11 to a given number. By the end of the key stage the majority of pupils readily identify geometrical shapes and have a good understanding of addition and subtraction.
- 98 By the age of eleven pupils have satisfactory mental mathematics skills and progress is good in all areas of mathematics. This is closely linked to the good teaching and thorough planning of the subject. Teachers plan well together to provide work that challenges pupils' thinking and is matched to their capabilities. The more able pupils in Year 6 count in tenths from 0 to 2, know negative numbers and solve quite complex problems in their head, explaining to the rest of the class how they arrived at the answer. Average pupils know place value to 1000 and beyond. They count forwards and backwards in 30s and are able to add with whole and decimal numbers to tens of thousands.
- 99 Progress is good overall throughout the school. There is appropriate emphasis on mental work and number work at both key stages and pupils develop a range of strategies for solving problems. Work is modified to match pupils' knowledge and understanding and resources are well prepared, accessible and support the planned activities. In Year 2, pupils know that symmetry is a balanced pattern deriving from a central line of symmetry. They carry out experiments on symmetry using mirrors and the shape of letters. Year 3 pupils solve numerical problems using Carroll diagrams and Venn diagrams to help find the answers. Pupils in Year 4 convert analogue to digital times and vice versa. They find out how long certain television programmes last, the more able calculating longer time spans in different situations. In Year 5 pupils use their mathematical knowledge to solve problems. For example, finding out how many coaches would be needed to take a large party of pupils on a school trip. One group of Year 6 pupils investigated the value of digits in very large numbers, for example 20,420.08. Pupils who have special educational needs are given work closely matched to their abilities and at times receive extra support. They make progress that is at least satisfactory and is most often good when taking into account their previous attainment.
- 100 Pupils' behaviour and attitudes to work are good and sometimes very good in most mathematics lessons and are never less than satisfactory. They are always ready to begin lessons on time and are very enthusiastic. They enjoy the challenge of new work and try hard to apply their learning to problem solving activities. They easily recall what they have learned earlier. Most pupils concentrate well and sustain this until the end of the lesson. Pupils in Year 6 move to their set groups very well. They are obviously used to the routines and high expectations of behaviour in classes. There is a very pleasant, caring attitude in all classes. Quite often pupils break out into spontaneous applause

when one of their group is congratulated on good work.

- 101 Overall the quality of teaching is good throughout both key stages. During the inspection it was never less than satisfactory. It was good or better in 94 per cent of lessons observed, in 18 per cent it was very good or better and in 12 per cent it was excellent. The high quality teaching makes an important contribution to pupils' learning. Teachers have a deep knowledge and understanding of mathematics. They have embraced the structure of the National Numeracy Strategy very well in their planning. Learning aims are clear and shared with pupils. As a result, pupils are aware of what is expected of them. In the Year 6 class investigating very large numbers the teacher's enthusiasm and humorous approach drew a very good response from the pupils. Lessons are well paced with very good use made of all available time. This is particularly true of plenary sessions at the end of lessons, during which teachers use questioning skills effectively to consolidate and to assess pupils' learning. Teachers' marking is effective. Day to day assessments are rigorously made of pupils' progress. Teachers plan well together to provide work that challenges pupils' thinking and is closely matched to their capabilities.
- 102 The curriculum is broad and balanced and fully satisfies statutory requirements. Numeracy is developed appropriately in other subjects. Year 3 use co-ordinates to find the treasure in their literacy lesson. In science, Year 2 pupils use bar graphs and pie charts to show the results of their investigations into mini beasts. Other classes use time lines in history and accurate measuring in design and technology. Although teachers use information and communication technology to some extent in their mathematics lessons, there is a need to develop this in a more systematic way throughout the school.
- 103 Teaching and learning are well supported by good management and thorough planning. There is appropriate emphasis on number skills. The revised scheme of work is well developed and is closely linked to the National Numeracy Strategy while taking into account the school's own needs. The enthusiastic subject manager effectively monitors the subject by observing lessons and discussing strengths and areas for improvement. Teachers' planning is checked and resources are maintained. Very good assessment procedures are built into the scheme of work, which is an improvement from the time of the last inspection. National Curriculum tests are taken at the end of each key stage and additional tests are taken in Years 3, 4 and 5, the results of which are analysed and used to inform future plans.
- 104 Resources are of good quality and are suitable for the effective delivery of the curriculum: they are well stored and easily accessible.

SCIENCE

- 105 Teacher assessments for pupils at the end of Key Stage 1 in 1999 indicated attainment that was broadly average. The results of the National Curriculum tests at the end of Key Stage 2 shows pupils' attainment was below the national average. The percentage of pupils attaining at Level 4 or above was close to the national average, but the percentage achieving at the higher level (Level 5) was below the national average. Attainment is consistent across all the areas of science studied by the pupils. This is a similar position to that at the time of the previous inspection. The trend in science results over the last four years shows an erratic picture and this is due to the varied levels of overall attainment of each year group.
- 106 The pupils' attainments in each year group are carefully measured and recorded and

so the school is able to accurately predict the overall levels of attainment of each year group. This enables the school to channel additional resources into particular year groups that need additional support. The school caters well for the pupils who are on the register of special educational need as well as for the higher attaining pupils who demonstrate levels of attainment above the national average. The teachers have recently focused their attention on using specific scientific vocabulary and underpinning their thorough investigation work with a secure knowledge and understanding base. The pupils generally do not have a wide background of scientific knowledge to lay a secure foundation for their work.

- 107 Standards being attained by pupils at the end of Key Stage 1 are in line with the national average. Pupils understand that all living things grow and develop. They relate and plot the growth of a tadpole to a froglet and then to a frog. In one lesson pupils in Year 2 used an identification chart to name different mini-beasts found in their investigations. They used observable features to identify their creatures, recognising a slug as being similar to a snail but not having a shell. Their investigations and the reasoning behind their results showed that they could give good reasons why. For example, one group said that they had found a lot of flies as it was summer and there were always more flies in the summer, and there were a lot of ants because ants are always seen in large groups together. Pupils work well together. They help each other and demonstrate very good attitudes to their work. They describe different materials and identify the similarities and differences between them. They use the terms *transparent* and *translucent*. They understand that different objects can be moved by pushing and pulling them. They conducted investigations using lorries and cars travelling down a slope and found that the lorry travelled down the slope quickest and not the car as predicted. The pupils considered their results carefully and gave their explanations for their results. Pupils distinguish between appliances that use batteries and those that work from a mains electricity supply. Pupils in Year 1 looked at a range of posters and identified specific dangers represented in them. They know that it is unsafe to touch electrical equipment with wet hands and that there are generally many dangerous pieces of equipment and fluids stored in a garden shed. Pupils of all levels of prior attainment, including those with special educational needs, make good progress throughout the key stage. The good emphasis on practical work and investigation coupled with good teaching and the pupils' very good attitudes to their work ensures they make good gains in their learning.
- 108 Standards being attained by the pupils at the end of Key Stage 2 are in line with the national average. Pupils demonstrate a systematic approach to their investigations. The good teaching of scientific investigation methods ensures that the pupils clearly understand and can devise a fair test. They use the specific materials and equipment well, and understand the need to make their test fair. They make predictions, carry out their investigations, record their findings and evaluate their results. In Year 5, the pupils understood the term variables and were accurate and careful as they measured salt for their experiments. They clearly understood the need to quantify accurately the amount of salt that had not dissolved into the given amount of water, so that they could decide how many shakes it took to make the salt dissolve. Their understanding of the effects of evaporation on salt solutions was less secure, with the pupils being genuinely amazed that the salt could be reclaimed by evaporation. Pupils understand that they need food to grow and be active. They understand that some drugs are harmful and can be damaging. Younger pupils in the key stage understand that electricity can be made from a number of sources and that everybody needs to work at conserving this valuable resource. Pupils make electrical circuits and use their knowledge to make a switch so that they can send Morse code messages. Throughout the key stage group work and class lessons are clearly based upon experimentation, and the teacher's

good subject knowledge, high expectations and secure planning ensures that the pupils make significant gains in their learning. The teachers have a very clear understanding that a significant amount of time must be allocated to underpin the pupils' investigations with clear and specific knowledge and understanding of the subject. Pupils work very hard in their science lessons. They record their results accurately and carefully consider and evaluate them. Pupils are able to work independently, they treat equipment with due care and work well in-group tasks sharing equipment and collaborating well together.

- 109 Overall, the quality of teaching is good throughout both key stages. It is satisfactory or better in all lessons. In 83 per cent it is good or better, and in 25 per cent it is very good. Teachers have secure subject knowledge, make good links with previous learning and ensure that lessons carefully build upon secure subject knowledge. The teachers give clear explanations and instructions and enable the pupils to learn well. They use questioning well to ensure that the pupils have grasped the concepts and ideas that they are teaching. Teachers are effective in teaching appropriate scientific terms and language so that the pupils learn the correct scientific terms. Planning is secure, with the teachers using the good science scheme of work to guide their work. Teaching is organised in a variety of ways including whole class lessons and group work. In group work the focus of the teacher's work is generally on the science task and in these lessons because the teaching is carefully structured for a very small group of pupils; they make good and often very good gains in their learning. The use of research skills and mathematics to support work in this subject is very well developed. The use of information technology is less successful, although in a Year 2 class the teacher showed the pupils how to store and manipulate their data on mini-beasts, on the computer. Assessment procedures are used well to record and chart the pupils progress in all areas of their science learning. This is an improvement since the time of the last inspection.

- 110 The management of science is good. The subject manager monitors learning throughout the school in specifically targeted areas. She analyses national test results and modifies the curriculum in the light of her findings. As yet she has not monitored teaching throughout the school. She does not have a specific science budget but prioritises spending with her colleagues who manage other none-core subjects.

ART

- 111 Standards at the end of both key stages are above those usually seen nationally for pupils of this age. This is a similar picture to that recorded at the time of the last inspection. The judgement for the pupils in Key Stage 1 has been made on the basis of observing the work on display as no art lessons were observed during the inspection. There is a significant amount of good quality artwork displayed in all the common areas of the school, which does much to enhance the quality of the internal decoration. Collaborative pieces of work, textiles, pottery and sculptures are all used very effectively to enhance the environment and succeed in promoting a wealth of experiences for the pupils and a tangible celebration of their work. The work of a wide range of famous artists is also displayed so pupils can appreciate and be stimulated by this work.
- 112 Pupils, including those with special educational needs, make good progress throughout Key Stage 1. They use an increasing range of media in their work. In Year 1, teddy bears, polar bears, grizzly bears and brown bears appear in collage work, pencil drawings and pastels and crayons. Indeed, there are bears everywhere! In Year 2 the pupils have studied the work of Vincent van Gogh and found that he painted a wide range of sunflower pictures. The pupils took on board his ideas and looked carefully at the tones and shades he used as they created their own sunflower pictures. Spiders' webs and flowers are studied and painted and the work produced is displayed imaginatively. Weavings of ribbons and wools and observational drawings feature in the pupils' work. The pupils were beginning to work on string prints of mini-beasts in support of their science work.
- 113 In Key Stage 2 the pupils build upon the wide range and good quality of work they have experienced and further develop their skills and their understanding of the work of other artists. They study the work of Andy Warhol, Miro, Luxton, Brian Wildsmith, Henry Moore, Georgia O'Keeffe, Monet and Van Gogh. They develop an understanding of how their work was influenced by and in turn influenced the times in which they lived. In Year 3 the pupils experiment with line and texture as they comb thick paint in straight and curved lines. In an excellent lesson in Year 3, taught by the art manager, the pupils worked to create a clay tile decorated in the fairytale style of Gaudi. The pupils used a wide range of tools to create the effects they wanted, drawing into the clay, building it up to create wonderful shapes and fixing two slabs together to create a scene showing a fantastic building. The levels of expertise, concentration, and perseverance shown by the pupils were exceptional. At the end of the session other pupils in the class looked at the completed work as they went home, commenting upon the work done by their friends and talking about what they wished to do. The pupils' sustained concentration and their exposure to works of a wide range of famous artists has been influential in enabling them to maintain their high standards in art. Pupils in Year 5 draw pencil sketches of Henry Moore's work and then make clay figures in his style glazing them with metallic glazes to create striking effects. In Year 6, the pupils have studied the work of Andy Warhol and used photocopies of their own photographs to work with blocks of colours, in a similar style to Andy Warhol's picture of Marilyn Monroe. The pupils are very keen to work hard and develop new skills and learn new techniques in their art lessons.

- 114 The quality of teaching observed in Key Stage 2 was good overall with one excellent lesson. The staff throughout the school are knowledgeable and enthusiastic. Lessons are challenging and stimulating and provide good opportunities to develop the pupils' visual skills. Resources are well selected and used well by the teachers. Explanations and instructions are clear, enabling the pupils to get on with their work independently. Good encouragement and advice is given to the pupils.
- 115 Pupils who are part of the art club in Year 6 are taught by the art co-ordinator who has outstanding qualities as a teacher. The quality and range of work that these pupils produce is very high.
- 116 The subject is well managed and the high standards that were commented on in the previous inspection have been maintained. There is a good policy and scheme of work, which gives clear guidance on the systematic teaching of skills and techniques. This enables the pupils to learn well. Artists in residence and visits to the local art galleries have been good features of the provision within art curriculum. The subject is well-resourced and the school's parent teachers' association, has made contributions to provide good quality resources to supplement those provided by the school.

DESIGN AND TECHNOLOGY

- 117 Due to the curriculum planning cycle no teaching was observed during the period of the inspection. Taking into account examples of previous work and displays around school, pupils, including those with special educational needs, make satisfactory progress in Key Stage 1 and in the early stages of Key Stage 2. But pupils' skills are insufficiently developed towards the end of this key stage. Standards at the end of Key Stage 1 are satisfactory but are insufficiently high at the end of Key Stage 2. The work that is planned for pupils in Year 6 is insufficiently challenging and lacks a technology focus. Standards are broadly the same as at the time of the last inspection. This subject has not been a priority for development over recent times.
- 118 In Key Stage 1, pupils have opportunities to work in a range of materials such as card, clay, and textiles. They use construction kits and recycled materials, developing their skills of cutting, sticking and joining. In the reception classes pupils use a range of construction kits to create vehicles and buildings of different kinds. They make spiders from recycled materials such as egg boxes, adding pipe cleaners as legs. In a Year 1 class, pupils designed and made a picnic basket for 'Baby Bear'. Their designs included a picture and what they would need. They decorated and made handles for their baskets and constructed the picnic from coloured tissue paper and recycled materials. Skills of cutting, sticking and problem solving were being well promoted. When they had finished the teacher helped them with their evaluation. Also in Year 1 pupils made lighthouses, painting them with red and white rings and created rocks and the sea from papier-mache, painting them appropriate colours. Pupils in Year 2 made picture frames from card and cardboard, decorated them with tissue or foil or painted them. In the same year pupils designed and created miniature gardens. The plans gave a birds-eye view with a key to indicate different items. These were then constructed from a range of materials including pasta, shells and bottle tops. Large garden umbrellas were constructed from tissue, straws and cotton reels and see-saws from lollipop sticks. Castles were made with drawbridges that were operated by pulling strings.
- 119 In Key Stage 2, pupils develop further their designing, measuring and cutting skills. In

Year 3, pupils made rod puppets of good quality for performing a story. They made different animals, such as elephants and giraffes, from card, carefully cut out shapes inside and covering them with different coloured tissue paper. Moveable joints were created using split pins. In Year 4, pupils' understanding of design was further developed when they planned and drew a vehicle that they were to make. The designs were labelled with the materials that were to be used. The vehicles were made from wooden frames with wooden axles and card wheels. The cabs of lorries were constructed from polystyrene, card and recycled materials. Pupils in Year 5 are provided with opportunities to visit a technology bus. During this visit they designed and then made motorised buggies. The frame of the buggy was made of wood and the body from plastic and the two were fixed together using a glue gun. Annotated sketches indicate wheels made from foam and the position of the battery and motor. The final product was tested and improvements noted and carried out. Pupils in Year 6 make Christmas cards and curve stitching calendars however although the work produced is of good quality the tasks are insufficiently challenging and lack a technology focus.

- 120 Pupils display positive attitudes towards this subject. They listen well and settle to their tasks with interest and enthusiasm. Many becoming fully involved in what they are doing and are reluctant to stop. They are very well behaved and relationships amongst them and with their teachers are very good. They co-operate and collaborate well together sharing resources and ideas. They enjoy talking about their work and are appreciative of the work of others. They clear up very well at the end of lessons.
- 121 All classes in the school have taken part in a product investigation, when different objects were evaluated to assess their effectiveness. These items included coat hangers and pegs of different designs, plastic bags, different containers, pencils and whisks. There was much good work resulting from this assessment, focussing on the effectiveness and deficiencies of each.
- 122 There is currently a temporary subject manager pending the appointment of a permanent member of staff to this position. The scheme of work, although providing pupils with an interesting range of activities, does not securely underpin the development of skills as they move through the school. Pupils' progress is not systematically assessed or recorded. It is the school's intention to adopt the government's recommended guidance for this subject, to tackle this situation. Although there is a satisfactory range of tools and resources for this subject, they are insufficient in number to meet the needs of a large school.

GEOGRAPHY

- 123 Progress is satisfactory and pupils attain the standards expected by the end of Year 6. There has been continuing development in the subject since the last inspection in their understanding of the environment, themes and places and in their use of field work to investigate their surroundings at both key stages. In Year 4, all pupils were using keys and symbols to produce an imaginary map from a traditional story, which they were then to develop and describe how and why a place changes. Pupils in Year 6 were finding out about aspects of physical and human geography of countries in the European Union. They displayed good knowledge and understanding of this work. Year 3 demonstrated good geographical study in their wall displays of their local environment in Kingswood, integrating art and history with geography. Their fieldwork had included rubbings from drains and manhole covers, drawing the slate roofs of local houses showing a texture like a snakeskin and learning about the history of boot making in this former coal mining area.

- 124 Reception children had visited the park next to school. They had previously interviewed the park keeper, having been there four months earlier. They were able to observe the changes in the environment. The old play equipment had been replaced with a new area where there was brightly coloured, challenging equipment and seating for adults where the old wooden equipment had been. Year 1 children knew that the world was a big place and they were learning to name the continents, thinking about temperatures in each area and why animals need different climates to live in.
- 125 Pupils' attitudes are always positive in their enjoyment of their lesson but the expectations of complete application, when the teacher is focusing on other groups for extended periods of time, is unrealistic. Concentrated attention to the whole class, as happens in Year 6, would further enhance the subject, especially the teaching of geography skills.
- 126 Overall, teaching is good in both key stages. In the best lesson, learning objectives were shared with the pupils. Excellent questioning challenged pupils' thinking and took their learning forward. Resources were very well organised and the teacher displayed very good subject knowledge through her explanations and exposition. The teacher had high expectations of pupils' efforts, behaviour and attitudes. The work provided was challenging and as a result pupils made excellent progress in their learning. The planning and organisation of the curriculum for this subject often insufficiently focuses on the development of skills. Although lessons are well planned, the organisation of several simultaneous activities where pupils are encouraged to take responsibility for their own learning is only partly effective. It is often the case that during these sessions the teaching of this particular subject is not the main focus of the teacher's attention. As a result pupils are not always sufficiently challenged and the progressive development of skills is not secure.
- 127 Resources are adequate. Computer resources have been increased and resources such as aerial photographs and grids had been purchased since the last inspection. There is sufficient video material of comparative environments and a substantial resource base of, for example, atlases.
- 128 Pupils' ability to use fieldwork and geographical skills is seen in the organised activity week for Year 6. This year they were involved in orienteering, studying the environment of the river and in map skills on their field trip to Bruton. From a wall display, it was evident that opportunities are taken to use the local environment, and enhance their observational skills using geographical vocabulary to record their findings.
- 129 As the school is to be re-housed in the next two years, the opportunity was taken to record the old building in photographic and in geographical terms in a whole school "Through the Window" project. Reception children found out about the features in the school. Key Stage 1 children used maps and secondary sources of information, being able to identify what the school environment was like and where it was in the surrounding locality. Key Stage 2 looked at maps in two scales, identifying features and describing what places are like and why they are like it and how they have changed and may change further. Their evidence will form an important archive for the school.
- 130 Another whole school geographical study was at harvest, when each year group investigated the place of origin of the food on display. Inconsistencies, reported in the last inspection between year groups, have been corrected and parallel classes plan together. Usually plans indicate appropriate work for different attainment groups, however, some lessons lack sufficient challenge and the higher attaining pupils do not

achieve a significantly higher standard. The development of geographical skills is the focus of the geography working party, which is currently considering changes to the National Curriculum and a government recommended exemplar scheme. Assessment opportunities do not inform planning and only occur at the end of a topic. Present planning generally ensures that each class in the year group has consistent curriculum and learning opportunities. The effective management of the subject has been achieved through the subject manager's enthusiasm and industry in keeping abreast of developments and the possibilities within the topic plan operating within the school. The profile of geography in the school has been raised.

HISTORY

- 131 Although few full lessons in history were seen during the inspection a number of classes were involved in group work activities which involved working on history topics. Observation of these lessons, discussions with pupils and teachers and a scrutiny of work, displays and planning documents enables a judgement to be made. Achievement in history at age seven and eleven is as expected of pupils of similar age nationally, with individual pupils showing a good level of understanding of the impact of major events and of the important personalities of past centuries.
- 132 The school supports learning in history well and pupils' progress is good in the acquisition of both knowledge and understanding. The study of history begins with activities such as the sequencing of simple stories and continues with in depth study of some aspects of life in the past. For example, the kinds of toys played with in the past - in Year 1 pupils were studying the history of the teddy bear. The work of pupils in Key Stage 1 classes shows that they are developing a secure foundation for their work in history and in Year 2 they were able to compare aspects of life today with life in the past as part of a detailed study of castles. They have also been made aware of aspects of domestic life, for example the significance of weaving in medieval life.
- 133 Work in history at Key Stage 2 is sound and some work is well presented and well illustrated. During the inspection there were interesting displays of work on the Tudors and local history. Studies of the Second World War included a study of the effect of the war on women, and pupils were encouraged to talk to people who had lived in the Bristol area during the war. Pupils were seen to make good progress when they were given the opportunity for research using interesting source material on life during the last war or in Tudor times. Information on portraits in the sixteenth century was challenging in content even for the highest attainers and individual were able to explain the symbolism used in portraits of Queen Elizabeth. Pupils of average attainment were able to talk about why Elizabeth did not want to be portrayed as old or unattractive. Pupils of lower attainment showed a clear understanding of the nature of sports and pastimes in the period, including bear baiting. Written work is used effectively to develop skills in literacy but little evidence was seen of the pupils developing skills in word processing. The development of information technology to enhance work in the subject is insufficient but pupils have access to computers and to a well stocked library to improve their research skills. Pupils with special educational needs make good progress in relation to their prior attainment because they are well supported.
- 134 Overall the quality of teaching is good. Teachers are knowledgeable and enthusiastic about the subject and they are developing an effective skills based approach to teaching; lessons observed were well planned and resourced. Work is marked frequently although assessment procedures are not developed as yet. The approach to the subject ensures that pupils find their lessons challenging and their work rewarding. The topics covered are varied and often exciting - it is a rich curriculum. However, the

group work approach and the fact that pupils do not study history each term undermines the acquisition of subject specific skills such as the use of primary and secondary sources of evidence. Pupils enjoy their study of history and benefit from a variety of visits for example to Red Lodge where they are involved in role-play activities. They work hard in lessons and they co-operate well together in group activities. Resources are satisfactory in all areas and good in many - especially in the availability of books that help pupils compare life in the past with the present day. Good use is made of the Kingswood area which is a rich resource for the study of history of mining and boot and shoe making. Links with other subjects in the curriculum are well established - for example in the study of portraits by Holbein in art activities. Local studies are particularly good and pupils find out about fascinating aspects of the past of their immediate locality and an understanding of how hard people had to work in order to earn a living in the local industries.

- 135 The subject manager has developed resources and teaching strategies well, and is also well focused on the future development of the subject. Since the last inspection there has been an improvement in resources in the library and the standards observed in the last inspection have been maintained. The use of specialist teachers in discrete history lessons at the end of Key Stage 2 ensures that pupils are well prepared for work in history at the next key stage. However, pupils' progress is not systematically assessed or recorded as they move through the school.

INFORMATION TECHNOLOGY

- 136 Pupils' attainment is broadly average by the end of Key Stage 1 but slightly below this standard at the end of Key Stage 2. There are particular weaknesses in the provision of opportunities for pupils to use equipment to monitor external events and simulation packages to explore the effect of changing variables. Progress has been made since the time of the last inspection but some of the weaknesses identified then have still not been overcome. The lack of up-to-date reliable machines, both computers and printers, has been a major cause of problems relating to the development of this subject. The school has recognised the need to continue to raise standards and has detailed plans for the establishment of a computer suite with the provision of 16 computers. This work is due for completion during the autumn term.
- 137 By the end of Key Stage 1, the majority of pupils have developed satisfactory levels of mouse control and keyboard skills. They know the main function keys on the keyboard and use the keyboard and the mouse to control a program. They can load, save and print using a range of programs. They use appropriate subject specific vocabulary, such as 'mouse' and 'keyboard'. They have a range of opportunities to develop word processing skills by selecting words from a word bank, arranging them into a sentence and adding their own words as is necessary. They use capital letters, the delete key, full stops and the space bar appropriately. They develop their mouse skills and gain a sense of symmetry as they create symmetrical butterflies using a paint program. They choose different colours from a palette and sizes of brush and use them to good effect. Pupils further develop their mouse control by creating pictures with geometric shapes, clicking and dragging the shapes into the correct position. In a similar way, they create towns, clicking and dragging roads and houses into place, to create the desired effect. Pupils know how to manipulate information on a data-handling program, creating bar graphs and pie charts. Pupils enter a series of commands as they control an arrow around a maze. Pupils independently use music centres, putting story cassette tapes in and operating the start, stop and eject buttons. There are opportunities for pupils to use computers to explore aspects of real and imaginary situations. For example, in trying to help rabbit find his mum and dad in the house. During these sessions pupils

further develop their reasoning ability as well as providing a structured opportunity for the development of speaking skills.

- 138 By the end of Key Stage 2, pupils can open and close files, save and print out their work. They write poems, about such topics as 'He was so lucky' using the drop down menus to choose different borders, colours, size of text, and style of font. Pupils combine text and pictures within a single word-processed document. For example, pupils in Year 5 extracted pictures from clipart packages and combine these with their own writing within a word processing package to produce booklets of their favourite poems. Pupils in Year 6 drew flags of different countries using a paint program and then imported their work into a different program to produce a fact sheet about that country. They draft some work onto the computer about such individual topics as, fashion, India and bikes, but pupils generally have insufficient opportunities to draft their written work onto the computer. Pupils enter a series of commands into programmable floor and screen robots to consolidate and extend their work on directions and angles in mathematics. Two pupils in Year 4, guided a floor robot around a wood, while two others drew different shaped trees. Pupils use computers to handle data and to produce graphs of different kinds. In Year 3, pupils produced block and line graphs and pie charts recording information about their favourite animals. In Year 6, pupils entered personal facts about their weight, height, and other key information and then sorted and classified it by asking different questions. Pupils find and print out information from encyclopaedic software on specific topics as insects and the ancient Egyptians and are developing an understanding of the importance of information and communication technology in the wider world. Pupils know how to email and how the Internet can be used to inform their work and to speed up communications. By the end of this key stage, pupils' skills, knowledge and understanding of using computers to communicate and handle information are satisfactory. However, they are insufficiently developed in regard to the monitoring and modelling elements of the National Curriculum.
- 139 Pupils have very good attitudes to work and enjoy working on the computer. They are enthusiastic and interested in their tasks. They work well together in pairs and take turns fairly when using the computer or the listening centre. Pupils enjoy their lessons and learn from one another effectively as they sit in small groups or pairs to do their work.

- 140 The quality of teaching observed is good overall in both key stages and pupils are generally making good gains in their learning. Teachers have good subject knowledge. This enables them to offer good explanations and to effectively sort out problems as they arise. Teachers share the learning objectives of the lesson so pupils are clear what they are expected to achieve. In the best teaching there is effective intervention either to improve the standard of the work or to support the pupil through difficulties. Teachers give clear demonstrations with well-sequenced instructions. Teachers develop basic skills effectively by breaking down the learning into its different parts and then providing time for all pupils to consolidate their skills. Teachers use questioning effectively to extend pupils' understanding. Lessons are conducted at a challenging pace and this ensures full concentration from all pupils. Resources available are deployed well and the best use is made of the time available to maximise pupils' learning. As a result of good teaching, pupils, including those with special educational needs, are making good progress in lessons. The lack of appropriate up-to-date reliable computers and printers and appropriate programs has depressed the overall progress that pupils have made in their learning. This is most noticeable in Key Stage 2.
- 141 The curriculum manager has worked hard to develop this subject and tackle the issues raised in the last inspection report. There is a recognition that they have come a long way but there is still much to do. An action plan has been produced to provide a clear view for the development of this subject. A working party has been formed with representatives from each of the key stages. This technology team has been provided with training by the subject manager. In addition, eight teachers have improved their subject knowledge by attending a year-long series of twilight courses. Each has a particular area of expertise and has been released from their classroom responsibilities to share this with colleagues. The school has worked hard to win a bid for money to develop a computer suite of 16 computers which is due to be in operation next term. Such is the high priority for the development of this subject that there are plans to base the subject manager in the suite to support teachers and pupils in their learning. Work is planned to further develop a scheme of work based on the government recommended syllabus and the new National Curriculum to underpin the development of pupils' skills. In parallel with this the school recognises the need to develop assessment and record keeping systems.

MUSIC

- 142 By the end of Year 2, pupils attain standards that are as expected for their ages. Most pupils including those with special educational needs, make satisfactory progress, with some noticeably rapid progress where the teaching is of high quality. Pupils clap patterns that match the syllables in words sing simple songs tunefully, pay good attention to the melody and pitch and listen to the calm performance of an African choir singing about the rain. They use percussion instruments sensitively to give accompaniment to a poem and to suggest sound effects. They are learning to appraise their performances and use words such as 'tempo' and 'pitch'. At the time of the last inspection standards were found to be similar to the present ones in Key Stage 1 but a key issue was to improve standards in Key Stage 2 as these were below expectations.

- 143 During the inspection, no music occurred in Year 6 to judge standards. From the attainment of pupils in the other years in Key Stage 2, the indications are that by the time that pupils are eleven, standards are still below average. The progress made by the majority of pupils is unsatisfactory. Although a good deal of support and effort has been made and the quality of singing has improved, pupils' skills in composition, listening and appraising are not well developed. General musical knowledge, for example, of instruments, artists, form, styles, notation, well known pieces and composers is weak. These deficiencies are associated with a lack of musical expertise acknowledged by some members of staff, and inconsistency in the teaching of musical skills. Pupils listen carefully to teachers and to each other and try their best in lessons. They are positive and realistic when evaluating their performances but show a limited technical vocabulary. Teachers do not pick up on this deficit and extend the learning sufficiently. Higher attaining pupils who are instrumentalists and read music make the best progress as they build on their previous learning experience and their personal interests but in general music lessons they are often insufficiently stretched.
- 144 In the limited number of lessons seen during the inspection, the overall quality of teaching and the quality of learning in Key Stage 1 were good. Examples of particularly competent teaching occurred in a Year 1 lesson when clear subject knowledge from the teacher enabled the pupils to sing the song 'Doh Ray Me' and play chime bars in an ascending scale as they followed a conductor. In Year 2, imaginative methods engaged the pupils fully in devising contrasting compositions with percussion instruments to represent a slimy snail and a scampering mouse. Particular strengths in teaching were evident in these lessons when teachers managed pupils easily, provided stimulating content, planned in detail and taught with enthusiasm. As a result, pupils adopted very positive attitudes and had good experiences. Just when the pupils were fully involved in refining their work and beginning to appraise it, however, the lessons had to be curtailed because of timetable constraints.
- 145 The quality of teaching and learning were satisfactory in the lessons seen in Key Stage 2. At both key stages, some teachers' limited skills restricted the quality of experience for pupils but this was more marked in Key Stage 2 when teachers did not move pupils on sufficiently in their learning. The content of the lessons was not always well matched to the pupils' learning needs. In a Year 4 lesson it was too advanced for the pupils' capabilities, whereas in a lesson with Year 5 pupils, they tackled simple rhythmic composition that is usually seen much earlier in the key stage. It was evident that teachers were unaware of the skills that were being acquired in different year groups.
- 146 The curriculum manager, who assumed the responsibility last year, is conscientious, well informed, skilled and energetic and leads by example. She has a very clear idea of the direction ahead and has raised the profile of music within the school considerably by establishing a strong choir and engaging pupils in outside performances. Pupils have been involved in a musical production of Toad of Toad Hall and have enjoyed singing at Harvest, Christmas and Easter concerts. There has been no release time to monitor the quality of music teaching. Some useful support from the music advisory service has occurred but this is evidently insufficient. At present the school follows a commercial music scheme that includes the main elements but it is dependent on the expertise of the teachers to assess pupils' skills and to teach new ones. A new scheme of work, with the associated assessment of developing skills has been devised but is not yet due for implementation. Although there is a selection of instruments in each classroom, and these have been improved, the school does not regard these as adequate if the new Qualifications and Curriculum Authority scheme is

to be put into operation. A small number of pupils receive instrumental tuition for violin, flute, brass and recorder. Good progress is made in these sessions because of the effective individual tuition that is given.

PHYSICAL EDUCATION

- 147 During the inspection pupils were observed in gymnastics, swimming and games lessons, in which they make progress which is at least good and often very good. The full range of physical activity including dance and athletics is undertaken over the year and pupils have some opportunities to engage in adventurous activities during their time in school. There are opportunities for all Key Stage 2 pupils to participate in swimming lessons and all pupils achieve the level expected and some attain very high levels by the end of the key stage. Pupils with special educational needs make progress in line with the majority of their peers. Standards have improved since the time of the last inspection, largely due to the efforts of the curriculum manager.
- 148 At Key Stage 1 pupils practice ball skills. Year 1 dribble a ball around obstacles, attempting to keep it under control. Year 2 pupils play a form of cricket where each pupil has an equal opportunity to have practice in throwing, batting and fielding. Pupils in Year 2 make good use of the school's field to practice their ball skills but even Year 1 pupils find the very small school hall restricting for physical education.
- 149 At Key Stage 2 pupils continue to develop their control. In gymnastics, they grow increasingly confident, combining a variety of movements in a floor sequence which they then transfer to apparatus. By Year 6, the majority of pupils create good, complex sequences of movement with an increasing emphasis on the change of shape and direction. They observe each other critically, making sensible suggestions for the improvement of movements. In games, pupils demonstrate good ball control skills on the field and in cricket, netball, football and tag rugby, but not all these were observed during the inspection.
- 150 Pupils' attitudes to these lessons are always good. In the swimming lesson observed in Year 5 the pupils' attitude was excellent. Pupils clearly enjoy the opportunity to engage in physical activity and all pupils behave well, even when they have to sit still, listening to the teacher or waiting for their turn to demonstrate. They all follow safety rules well, clearly understanding the need to warm up before and cool down after exercise. They co-operate sensibly with one another, in pairs and in groups and use their initiative and imagination creatively.
- 151 The quality of teaching is good. In the lessons observed teaching was at least good and in one third of lessons was very good. Teachers are always dressed appropriately and all have secure knowledge and understanding of the requirements of the subject and all safety issues. In most lessons teachers have high expectations of pupils' behaviour and performance. In the lessons seen teachers all demanded constant effort from all the pupils in order to extend their movements and skills beyond a satisfactory level. Teachers invariably insist on pupils striving for a higher level or press for a more imaginative response.

- 152 The subject manager has worked hard to provide a satisfactory scheme of work. The subject is well managed and there has been a constructive and purposeful response to the findings of the last inspection. There is no system of assessment in place but the pupils' progress is reported to parents annually. The outdoor accommodation is good but the school hall is too small, especially when a class of Year 6 pupils try to improve their movements in gymnastics. In this situation teachers take great care with safety issues trying as far as possible to make sure pupils have sufficient space. Resources at both key stages are good. They are organised effectively and there is a good range of equipment. During the inspection the school was successful in tag rugby matches against a visiting team.

RELIGIOUS EDUCATION

- 153 By the end of both key stages standards are in line with those expected in the South Gloucestershire Agreed Syllabus. Pupils, including those with special educational needs, are making good progress in their learning at both key stages. Standards are similar to those recorded at the time of the last inspection. Through studying Christianity and other world religions such as Sikhism and Judaism, this subject contributes well to pupils' spiritual, moral, social and cultural development.
- 154 By the end of Key Stage 1, pupils learn the meaning of repentance through the Bible story of Jonah, and write their own sorry cards. Reception children know the story of Guru Nanak's life, had heard a Sikh visitor, and had visited a Church. Key Stage 2 pupils considered how they would like to be remembered after their death, in their theme of reflection on beliefs and practices. This class had visited the local Church and made rubbings of the headstones found there, noting the epitaphs and creating their own versions. The Bible story about Jesus offering the Samaritan woman the water of life brought Year 4 to think of belief, love, trust and responsibility. Year 6 was studying symbols, using knowledge and understanding of the 'Aum' symbol to think of their own representation of their idea of God.
- 155 Overall the quality of teaching is good. Teaching was good or better in all lessons observed. This is an improvement on the last inspection when some of the teaching observed was unsatisfactory. The objectives of the lesson are clearly presented. In the best lessons the teachers' knowledge of and enthusiasm for the subject has a very positive impact on the pupils' attainment, promoting a high level of respect for others' beliefs and relating closely to the pupils' own lives.
- 156 Pupils make good progress at both key stages and over time. They are attentive in lessons, responding well to the challenges and variety given to them. Pupils showed themselves capable of mature thought, for example in expressing their symbolic representations of God. The opportunity to open up discussion, to share and refine their ideas was not seen in the inspection but in the theme of living and dying and in the rites of passage theme, adult responsibilities and marriage had been introduced, giving opportunities for sharing matters concerning themselves. Respect was evident towards those of different beliefs. The subject is being taken seriously by all pupils.
- 157 Resources and artefacts for teaching all religions are adequate and accessibly stored. The subject manager is effective in regulating the subject, which she has done for two years. The South Gloucestershire Mystery and Meaning agreed syllabus will remain the predominant source of the religious education curriculum but the government's recommended guidance will be incorporated in the new scheme of work which is being developed. One topic is considered each term, Key Stage 1 covering Christianity and Judaism and Key Stage 2 covering Christianity and other religions. There are no

assessment opportunities in religious education but the subject manager keeps a good record of written work done by all year groups. Effective support is given to all teachers.