

INSPECTION REPORT

RAYSFIELD JUNIOR SCHOOL

Chipping Sodbury

LEA area: South Gloucestershire

Unique reference number: 109052

Headteacher: Mr R S Gordon

Reporting inspector: Barrie Mahoney
18175

Dates of inspection: 5 – 9 June 2000

Inspection number: 190786

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior school
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Finch Road Chipping Sodbury Bristol
Postcode:	BS37 6JE
Telephone number:	01454 866795
Fax number:	01454 866797
Appropriate authority:	The governing body
Name of chair of governors:	Mr K Simpson
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Barrie Mahoney	Registered inspector	Science History Music	What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
John Baker	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
Anne Heakin	Team inspector	English Religious education Equal opportunities Pupils with special educational needs	How well does the school care for its pupils?
Gordon Tompsett	Team inspector	Mathematics Geography Physical education	
Amanda Tapsfield	Team inspector	Design and technology Information technology Art	How good are the curricular and other opportunities?

The inspection contractor was:

Nord Anglia Education Plc
Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Raysfield Junior School is situated in the middle of a private housing estate on the edge of Chipping Sodbury and Yate. There are 257 pupils on roll, which is average when compared nationally. Most of the children who attend the school come from the immediate area. The school shares the site with the adjacent infant school. Local community facilities, including a playgroup and parish council office share the same site. The school is organised into eight mixed-ability classes each having a single age group representing the seven to eleven year age range. There are 52 pupils on the school's register of special educational needs (20 per cent), which is broadly in line with the national average. Twelve pupils are on stages three to five of the register of special educational needs, including five pupils with statements of special educational needs.

There are six per cent more boys than girls on the school roll. There are nine pupils from minority ethnic backgrounds. There are no pupils for whom English is an additional language. Most pupils transfer from the nearby infant school. Pupils' attainment upon entry to the school is broadly average. The pupils come from a wide range of backgrounds and their socio-economic circumstance is broadly favourable, with 2.7 per cent of pupils known to be eligible for free school meals, which is below the national average. A significantly large number of pupils enter and leave the school; for example, 26 per cent of pupils in Year 6 did not start school in Year 3, and a similar pattern occurs throughout the school. The present headteacher has been appointed since the previous inspection.

HOW GOOD THE SCHOOL IS

Raysfield Junior School is an effective school with many good and very good features. It is very well led and managed by the headteacher and deputy, and are supported well by staff and governors. The quality of teaching is good overall. Inspection findings indicate that pupils achieve standards that are broadly in line with expectations in English, mathematics and science. Taking into account the overall average standards of attainment of pupils upon entry to the school, the satisfactory progress overall that they make and the overall effectiveness, the school provides good value for money.

What the school does well

- The headteacher and deputy provide very good leadership and management.
- The quality of teaching is good overall throughout the school.
- Pupils' attitudes, behaviour, relationships and personal development are very good.
- Pupils show excellent enthusiasm for school.
- Procedures for monitoring and supporting pupils' personal development are very good.
- Links with parents and the community are very good.

What could be improved

- Pupils' standards in writing, spelling, presentation, research skills and information technology.
- The organisation of special educational needs provision.
- The use of assessment to guide planning, particularly the consistency of day-to-day marking.
- The statutory requirements for school worship.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in June 1996, the satisfactory standards overall identified in the previous inspection have been maintained. The National Literacy and Numeracy Strategies have been implemented successfully throughout the school. There have been continuous improvements in the quality of teaching and learning and the curriculum provided since the previous inspection. Curriculum co-ordinators now effectively monitor planning and pupils' written work. The school has made good progress towards improving procedures for monitoring and supporting pupils' academic progress, which are now good. The use of assessment information and individual target setting is an area that the school is developing. There is inconsistent use of the school's marking policy. The school has worked hard to improve the quality of teaching and raising pupils' learning in design and technology and in information technology, and these now meet statutory requirements and are satisfactory. Standards in information technology are still below expectations, and improved provision has yet to have an impact upon standards. The school now plans a broad and balanced curriculum that meets statutory requirements.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	A	C	E	well above average A above average B average C below average D well below average E
mathematics	B	C	B	C	
science	A	B	A	C	

Pupils' attainment upon entry to the school is broadly average. At the end of Key Stage 2, pupils' performance in the 1999 tests was well above the national average in science, above the national average in mathematics, and broadly in line with the national average in English. When compared with similar schools, standards in mathematics and science were broadly in line, but in English they were well below, because the number of pupils achieving the higher levels (level 5) was below the national average. Trends over time show that the schools' overall results in English, mathematics and science are broadly in line with the national trend. In 1998 standards in mathematics and science dropped, but standards in English rose. This reflects the variable nature of the cohort, as well as reflecting a substantial number of pupils leaving and entering the school by the time they reach the end of the key stage. Inspection findings indicate that pupils achieve standards that are broadly in line with expectations in English, mathematics and science, and these standards have been broadly maintained overall since the previous inspection. Inspection findings also indicate that standards in English are higher than indicated in the 1999 test results; however, standards in writing are unsatisfactory. The standards of the oldest pupils at the time of the inspection in information technology is below expectations, and in religious education the standards of the oldest pupils are in line with the expectations of the locally agreed syllabus. Pupils achieve as well as expected for their age in design and technology and geography. They achieve above expectations for their age in history, music and physical education. There was insufficient evidence to make a judgement about standards in art. The school is aware of its weaknesses and has set sufficiently challenging targets, and is making good progress towards meeting these.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show excellent enthusiasm for school.
Behaviour, in and out of classrooms	Very good. Pupils are polite and welcoming to visitors.
Personal development and relationships	Very good. These areas are strengths of the school.
Attendance	Good. There is no unauthorised absence.

Levels of attendance are good; there is no unauthorised absence and nearly all pupils arrive punctually. These factors contribute positively to standards achieved.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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.

Most of the lessons observed throughout the school were at least satisfactory, with just under 70 per cent of all lessons observed that were good or better. Fourteen per cent of lessons were very good or excellent. Two per cent of lessons were unsatisfactory. Examples of good teaching were observed throughout the school. The quality of teaching of English, mathematics, science, history, music and physical education is good, and is satisfactory in design and technology, information technology, geography, and religious education. There was insufficient evidence to make a judgement concerning the quality of teaching in art. The overall good quality of teaching supports pupils' learning well throughout the school, and pupils make good progress overall. There are few opportunities provided for pupils to use information and communication technology in their lessons. The teaching of literacy and numeracy is satisfactory overall. However, insufficient attention is given to improving writing skills, spelling handwriting and presentation skills. Pupils are developing numeracy skills effectively in other subjects across the curriculum, such as in science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well supported by a good range of extra-curricular activities and by very good links with the community.
Provision for pupils with special educational needs	Satisfactory. Pupils make satisfactory progress. Good relationships are countered by inconsistencies in provision for special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual development is satisfactory. School worship does not meet statutory requirements.
How well the school cares for its pupils	Good. The school provides very good pastoral care for pupils. Assessment procedures are good; the use of this information to inform curriculum planning is satisfactory.

The school has appropriate plans for the development of information technology provision with the creation of a computer suite. There is a very good partnership with parents and this has a positive impact upon pupils' learning. Provision for pupils' spiritual development is sound. Collective worship lacks the recognition of a deity and opportunities for prayer and reflection. Arrangements for monitoring and supporting pupils' personal development are very good. The school's procedures for monitoring and supporting pupils' academic progress are good. There is inconsistent use of the schools' marking policy.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and deputy provide very good leadership and management and are well supported by staff.
How well the governors fulfil their responsibilities	Good. Governors fulfil their statutory responsibilities well and are generous in the time they give to the school.
The school's evaluation of its performance	Good. The school reviews its own performance effectively, and identifies accurately those areas where improvement is needed.
The strategic use of resources	Good overall. The school makes effective use of the available resources.

The quality of leadership and management is good overall, with the headteacher and deputy making a very good contribution to the life and work of the school. There are effective procedures to review, and evaluate the effects of financial decisions and governors are aware of best value principles. The school is appropriately staffed and there is an appropriate balance of experience and expertise. However, the deployment of staff supporting pupils with special educational needs is not always effective. The accommodation is good overall. Resources for learning are good overall and used well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents feel comfortable approaching the school with questions or a problem. The school expects pupils to work hard and achieve their best. The school is well led and managed. Parents recognise that their children like school. Parents feel well informed about how well their children are getting on. 	<ul style="list-style-type: none"> Pupils' homework

Inspectors agree with parents' positive views. Inspectors conclude that the homework set is satisfactory, and topic work gives parents good opportunities to become involved in their children's learning. However, the provision of homework is sometimes inconsistent.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. At the end of Key Stage 2, pupils' performance in the 1999 tests was well above the national average in science, above the national average in mathematics, and broadly in line with the national average in English. When compared with similar schools, standards in mathematics and science were broadly in line, but in English they were well below, because the number of pupils achieving the higher levels (level 5) was below the national average.
2. Trends over time show that the schools' overall results in English, mathematics and science are broadly in line with the national trend. In 1998 standards in mathematics and science dropped, but standards in English rose. This reflects the variable nature of the cohort, as well as reflecting a substantial number of pupils leaving and entering the school by the time they reach the end of the key stage.
3. Inspection findings indicate that pupils achieve standards that are broadly in line with expectations for pupils of this age in English, mathematics and science, and these standards have been maintained overall since the previous inspection. However, there are still weaknesses in writing.
4. The school is aware of its weaknesses and has set sufficiently challenging targets, and is making good progress towards meeting these. The school has carefully analysed test results, examining the performances of girls and boys as well as their overall performance in reading, writing and handwriting. As a result, the school has designated particular times of the week for pupils to work at improving their standards of reading and writing. Specific targeting of boys' achievement in 1998 shows significant progress in the percentage of boys achieving expected levels in English. Additional literacy support is provided to help identified groups of pupils from Years 3 and 4 to achieve higher levels in English.
5. The school ensures equality of access and opportunity for all and monitors the attainment of various groups within the school, acting on findings as necessary. An identified discrepancy, for example, between the attainment of boys and girls in literacy promoted a review and modification of teaching styles and resources that led to measurable improvement in the attainment of boys the following year.
6. In speaking and listening, pupils make good progress and standards of attainment are good. Pupils of different attainment are given a variety of opportunities to develop their listening and speaking skills, within small groups or in their literacy lessons.

7. Standards of attainment in reading throughout the school are satisfactory. Analysis of school data shows a satisfactory improvement in reading standards. In Year 6, pupils know the differences between fiction and non-fiction books, but they do not automatically use library classification systems and often need prompts to find books or information contained within reference books. Attainment in writing, and particularly handwriting, is unsatisfactory. The school has made time available so that the deficiencies in writing, handwriting and spelling can be rectified. The school has designated more time to extended writing in an attempt to raise standards of written work in the school. Overall, literacy skills are satisfactorily promoted throughout the school and are used to support pupils' learning in other subjects; for example, in science, history and geography.
8. In mathematics, the pupils' performance in the national tests in 1999 at the end of Key Stage 2 was above average when compared with all schools nationally, and close to the average when compared with similar schools. The performance of girls was slightly below that of boys, and the number of pupils achieving the higher levels was in line with national averages. The trend over the last two years is one of improving results at a greater rate than national improvements. This represents an improvement in mathematics since the previous inspection. Numeracy skills are developing well throughout the school. Inspection evidence concludes that standards throughout the school are in line with expectations for pupils of this age.
9. In science, pupils' results in the 1999 national tests were well above the national average. The number of pupils reaching the higher level (level 5) was also above the national average and close to the average for similar schools. Inspection evidence indicates that pupils' attainment is broadly in line with expectations, with a good number of pupils achieving the higher level (level 5). Good opportunities are provided for pupils to develop their work in experimental and investigate science.
10. Attainment in information technology of the oldest pupils is below expectations and has remained below average since the previous inspection. However, the school has worked hard to improve provision for information technology since the previous inspection, and this has been identified as an area for continued future development, and this has yet to have an impact upon standards.
11. In religious education, the attainment of the oldest pupils at the time of the inspection is in line with the expectations of the locally agreed syllabus, and standards have been maintained since the previous inspection. Pupils achieve as well as expected for their age in design and technology and geography. They achieve above expectations for their age in history, music and physical education. There was insufficient evidence to make a judgement about standards in art.
12. Pupils who have special educational needs make satisfactory progress overall in relation to their individual targets. All pupils at stage 2 or above on the special educational needs register have individual educational plans that include their targets and progress. The class teachers devise the plans in consultation with the special educational needs co-ordinator and the special educational needs teacher. Throughout the time that pupils are in school, early identification of their special educational needs and the provision made by the school means that these pupils make satisfactory progress. However, pupils often have insufficiently specific targets, and these are inconsistently monitored.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to the school are very good and their enthusiasm is excellent. They are eager to come to school and take part enthusiastically in all aspects of school life. Their attitudes to learning are good overall and are very good in just over a third of lessons. Pupils are attentive, respond well to questions, undertake tasks enthusiastically and enjoy lessons; for example, in a Year 6 English lesson, pupils thoroughly enjoyed the humour of Roald Dahl's poem "Cinderella" and wrote some very good lines of their own in a similar style.
14. Pupils are very enthusiastic about the good range of extra-curricular activities offered by the school, and many take part in these activities, which makes a positive contribution to both their academic and personal development.
15. Behaviour is very good in the classroom, in assembly, in the dining room and when moving around the school. Pupils are aware of the high standards of behaviour expected and respond very well to discipline, which consistently creates an orderly environment conducive to learning. In the playgrounds and the field, behaviour is very good with all playing well together. Pupils use their initiative in organising their own games, such as handball, which is played with great commitment and in a good sporting manner. There is some boisterous play amongst boys, but there were no signs of any aggressive behaviour or any forms of oppressive behaviour. There have been two temporary exclusions in the past year, but the situation is improving. Pupils are very friendly, courteous and polite to adults and show respect for other people's property and the school; for example, the school is litter free and there are no signs of graffiti.
16. Pupils' personal development is very good, they mature as they progress through the school and willingly take on increasing responsibility. Year 3 and Year 4 pupils carry out a wide range of classroom duties, Year 5 pupils help pupils in the reception classes in the adjacent infants school and Year 6 pupils have whole school responsibilities such as assembly duties. All classes have representatives on the school council who take their responsibilities very seriously, and have shown great initiative in suggesting equipment for the playground as well as raising substantial sums of money to pay for it.
17. Relationships between pupils are very good. They work well together in the classroom when in pairs or groups and play together harmoniously. They share in others' achievements and applaud generously when others receive awards or recognition in assembly. Relationships between pupils and staff are also very good and pupils are secure and confident in their relationships with other adults. Staff give a very positive lead in promoting good relationships; for example, by giving praise and encouragement at every opportunity and by introducing humour into their teaching.
18. Pupils care for others and have good awareness of their feelings; for example, when pupils join the school at various times of the year, they are made to feel welcome by their classmates and are quickly integrated into the life of the school.
19. Levels of attendance are good; there is no unauthorised absence and nearly all pupils arrive punctually. These factors contribute positively to standards achieved. Registration is carried out in accordance with statutory requirements.

20. Pupils who have special educational needs have positive attitudes to school and are very well integrated into the school community. They relate well to adults, and as a consequence gain in confidence and make satisfactory progress overall.
21. Since the previous inspection, attitudes to school, behaviour, personal development and relationships have improved and are now very good.

HOW WELL ARE PUPILS TAUGHT?

22. Most of the lessons observed throughout the school were at least satisfactory, with just under 70 per cent of all lessons observed that were good or better. Fourteen per cent of lessons were very good or excellent. Two per cent of lessons were unsatisfactory. Examples of good teaching were observed throughout the school. The quality of teaching has improved significantly since the previous inspection and is having a significant impact upon standards.
23. The quality of teaching of English, mathematics, science, history, music and physical education is good, and is satisfactory in design and technology, information technology, geography and religious education. There was insufficient evidence to make a judgement concerning the quality of teaching in art.
24. Good, very good and excellent teaching in a significantly high number of lessons is characterised by well-planned activities that are well matched to the needs of all pupils and a brisk pace. In the very best lessons, planning is thorough, expectations of work and behaviour are high, teachers have good knowledge of the subject, and resources are well prepared and used. Difficult subjects are dealt with sensitively and teachers know their pupils well. This has a very positive impact upon pupils' learning. When teaching is sometimes less successful, it is due to planning with unclear lesson objectives, unsatisfactory preparation and use of time.
25. The overall good quality of teaching supports pupils' learning well throughout the school, and pupils make good progress overall. Pupils show interest in their work, and they respond well to the challenges set by teachers. There are few opportunities provided for pupils to use information and communications technology in their lessons. However, this has already been recognised by the school as an area for development, as soon as additional resources become available.
26. The quality of teaching in music is at least good throughout the school and is an improvement since the previous report. A specialist part-time teacher provides music lessons and supports the music curriculum well throughout the school. This has a significant and positive impact upon pupils' learning in the subject. One very good music lesson observed in Year 4, was successfully linked to pupils' geography topic on India. Very good subject knowledge, good use of well-chosen resources, pupils' enthusiasm and very good behaviour contributed to the success of this lesson.
27. The teaching of pupils who have special educational needs is mostly good and is generally undertaken by the class teachers, with the support of the special educational needs teacher and the special educational needs assistants. The school is considering the balance of inclusion and withdrawal of pupils so that particular needs are better addressed. However, teaching is less successful for pupils with special educational needs when work is not jointly planned with the class teacher and is insufficiently matched with classroom lessons. When pupils' targets are

insufficiently specific and monitored inconsistently, teaching is less focused and the pupils make limited progress. The learning support assistants who work with pupils who have special educational needs have very good relationships with pupils and the teachers. Higher attaining pupils are also well supported and challenged.

28. The teachers have good knowledge and understanding of the subjects that they teach. Lessons are well planned, and include what pupils are expected to learn. Teachers' planning clearly indicates what is to be taught to pupils of different ages and ability. The aims of the lesson are often shared with pupils at the beginning of the lesson and this is a successful strategy.
29. The management of the pupils in lessons is very good throughout the school, and pupils respond positively to the tasks they are given. The teachers make their expectations of behaviour clear, and the standard of discipline is very good. Good behaviour is noticed and praised, and effective strategies are in place to manage pupils' behaviour and to raise their self-esteem. Classroom support staff interact positively with the pupils.
30. Teachers use learning resources effectively. The pace of lessons is often brisk, and in the best lessons the teachers make clear to pupils how much time they have to complete an activity, and effective intervention encourages them to persevere with the task.
31. The teaching of literacy and numeracy is satisfactory overall. Teachers are using the National Literacy Strategy successfully in their classes, with good opportunities being given to guided reading and writing. Whole class text, sentence and word level work is good and plenary sessions are effective. In one very good literacy lesson in Year 6, the class teacher used a well-chosen extract from a modern version of the fairy story "Cinderella". This successfully motivated pupils to write their own endings to the poem. Pupils enjoyed the activity and delighted in reading out their own versions to the class.
32. Satisfactory opportunities are taken for pupils to develop their literacy skills of reading and writing in other subjects; for example, in science, history and geography. There are good opportunities given to hearing pupils read throughout the school, both during the literacy hour and during the daily quiet reading sessions. However, insufficient attention is given to improving writing skills, spelling, handwriting and presentation skills. The teaching of numeracy is also good, and the school is developing numeracy skills effectively in other subjects across the curriculum, such as in science. Good opportunities are given for pupils to develop their investigative skills in mathematics and science.
33. Teachers provide good opportunities for pupils to develop their speaking and listening skills. Pupils' individual presentations to their class about artefacts connected with their history topic are one effective way in which these opportunities are promoted. These presentations are prepared at home, often with the help of parents, and promote pupils' confidence and self esteem. Good intervention and development of ideas by the class teachers ensure effective learning.

34. Throughout the school, teachers assess pupils well during lessons through discussion and observation. In the best lessons, teachers use their assessments to plan tasks that are well matched to the needs all pupils. Teachers talk to pupils about their work and some use positive comments in their marking to help them improve. Although the quality of marking throughout the school is satisfactory it is inconsistent.
35. Homework is used satisfactorily to extend and enrich the pupils' learning throughout the school. Most pupils regularly take books home to read. Teachers and parents complete reading diaries satisfactorily. There are good examples of pupils finding out information at home and working with their parents to prepare a one minute oral presentation to their class about; for example, an artefact as part of their history topic. However, the provision of homework is sometimes inconsistent throughout the school.

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

36. The school plans a broad and balanced curriculum that meets statutory requirements. It provides a good range of opportunities that excite pupils of all ages, interests and abilities, and encourage them to be involved in their own learning.
37. A key issue at the time of the previous inspection concerned meeting statutory requirements of the National Curriculum in design and technology and information technology. Good progress has been made in these areas and the provision for design and technology now meets requirements. The school has appropriate plans for improvement of its provision for information technology, with the further development of the information technology suite.
38. Strategies in place for teaching literacy and numeracy are good, and have a positive influence on pupils' attainment in English and mathematics. However, there are insufficient opportunities for some pupils to develop their research skills.
39. There is a good range of extra-curricular activities that enhance the quality of education for those who participate. These include a range of sporting activities such as tennis, netball and football, as well as musical groups for choir, recorder and percussion. Environmental and gardening clubs and sketching, library and mathematics enrichment groups further broaden the range of activities available. The cross-stitch club has produced a pleasing set of embroideries addressing a range of themes. Many pupils stay after school to attend these clubs. The 'enrichment afternoon,' at the end of Thursdays each week, is effective in allowing those who may not be able to stay on after school to participate in some form of extra-curricular activity. The school has performed well in inter-schools competitive sports, notably six-a-side football, netball and cross-country running. Arrangements for individual music tuition include opportunities for pupils to learn the violin, 'cello and flute, as well as the recorder within school.
40. The school ensures equality of access and opportunity for all and monitors the attainment of various groups within the school, acting on findings as necessary. An identified discrepancy, for example, between the attainment of boys and girls in literacy promoted a review and modification of teaching styles and resources that led to measurable improvement in the attainment of boys the following year.

41. Good provision is made for personal, social, health and moral education, including sex education and the consideration of the use and misuse of drugs. The scheme of work is balanced and gives straightforward guidance to staff on the approaches suitable for the different ages of pupils. Pupils are given good opportunities to learn the necessary knowledge and skills for making informed decisions about healthy living.
42. The community makes a very good contribution to pupils' learning. Examples include two local artists who work regularly with pupils on selected art and craft projects, and a visit of a local historian to the school during the week of the inspection to talk with pupils about local life in Victorian times. Through the encouragement of parents, extensive contribution has been made by local businesses to the development of the new information technology suite. Local companies have donated building, electrical and computer-networking services, dramatically reducing the overall cost of the development of this valuable resource for pupils. Inmates from Leyhill Prison have contributed greatly by redecorating the inside of the school at weekends, and the Parish Council have joined with the school on a recycling project that encourages pupils to consider ways they can help conserve their local as well as global environment.
43. Links with partner schools are good. The infant school shares the site and pupils in several year groups have identified partners in the infant school with whom they read on a regular basis. The good relationships between the two schools promotes effective transfer for pupils from infant to junior school, with good exchange of information and the chance for pupils to meet with their new teachers before they move schools. Staff also share occasional staff meetings and in-service training days. The school also has good links with the partner secondary school. Pupils from Years 5 and 6 visit the school for sample lessons, and the design and technology teacher from the secondary school visits the school on a regular basis.
44. Provision for pupils' spiritual, moral, social and cultural development is good overall. It is very evident that this is a happy school that promotes a caring ethos for all within its community.
45. Provision for pupils' spiritual development is sound. Through the religious education programme pupils learn about a range of other world faiths such as Judaism, Buddhism and Hinduism. They learn about special people such as Muhammad and Mother Teresa, and compare aspects such as worship and prayer or holy books from different faiths. Collective worship is broadly Christian in nature and makes a powerful contribution to pupils' spiritual development. However, they often do not meet requirements for the daily act of collective worship because of lack of recognition of a deity and lack of opportunities for prayer and reflection. The inspection team was impressed to observe class assemblies develop very effectively an acceptance and understanding of their own and each other's fears, even when these are irrational and unfounded.
46. The provision for pupils' moral development is good. The school provides a strong moral code, and pupils learn right from wrong. Staff are good role models for pupils, and assemblies give strong support to the teaching of the principles which distinguish right from wrong. The school fosters moral values such as honesty, tolerance and respect for one another; and there is a strong ethos permeating the school of caring for each other. Pupils show courtesy to adults and talk politely with visitors. They are proud of their school and happy to talk about the activities they share.

47. The provision for pupils' social development is good. The school has a good systematic approach to managing behaviour and has sound policies on how to deal with bullying and harassment and these are applied well. Relationships between staff and pupils are very good and staff encourage pupils to relate positively to each other. Pupils of all ages contribute to the school community, taking responsibility for a range of jobs both within their classes and around the school. Each year group has elected representatives on the school council. The council plays an active role in the school community, answering the telephones during lunchtimes, and making constructive suggestions for improving the school community. The development of the playground environment has been largely due to initiatives proposed by the school council.
48. The school has a regular charity support programme. Events throughout the year are planned to raise funds for a range of charities and gifts from the harvest festival regularly go to support the work of a night shelter for the homeless in Bristol.
49. The provision for pupils' cultural development is good. The school makes good provision for the development of pupils' understanding and appreciation of their own culture, studying a range of western artists within the art curriculum such as Monet, Picasso, Rousseau and Leger. Display around the school celebrates pupils' own art and its contribution to their school community. In English, pupils consider a range of good quality children's texts and authors, and in music they have good opportunities to learn about the work of famous composers as well as listening to instruments representing a wide range of cultures. Extra-curricular activities enhance the provision well through visits to local places of interest such as churches, Victorian Chipping Sodbury and Oldbury Power station. A visit to the school from the Bristol Old Vic theatre school extends pupils' understanding of the literature they had studied, and the annual residential trip for Year 6 pupils gives them good experience of being independent.
50. The school has worked hard since the previous inspection to promote pupils' understanding of other cultures and of the multi-cultural nature of Britain today. Pupils' knowledge of other cultures is developed well within geography, where they study communities in India and in the Gambia. In music, pupils listen to music from other cultures and play a range of ethnic musical instruments; and in dance they experience a range of dance styles from other countries. Visitors to the school extend pupils' understanding further. During inspection week a visit from a Caribbean group gave pupils a wonderful opportunity to consider the beliefs and way of life in another community, both in the United Kingdom, and also in their native Jamaica.
51. The school meets the requirements of the Code of Practice for pupils with special educational needs. Class teachers devise individual educational plans, but there is an inconsistency in the type of target and the review of the plans. Some targets are too general and are infrequently reviewed and updated. Support staff work in the classrooms and also take withdrawal groups, but this is of variable quality. Pupils benefit most when the support work is well planned and carried out in close consultation with the class teacher. Pupils who have special educational needs are included in all aspects of the curriculum and make satisfactory progress.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. Pupils' general welfare continues to be well promoted within the school. Very good relationships between pupils, teachers and other adults in the school contribute well to the care of the pupils.
53. Procedures for monitoring and promoting regular attendance are good. Attendance and punctuality are carefully monitored and if the reason for a pupil's absence is not known, the school phones the parents early in the morning of the absence to ascertain the pupil's whereabouts and safety. Ensuring regular attendance and punctuality are part of the home/school agreement, and parents are reminded about punctuality through newsletters. Regular attendance and punctuality are also addressed in assembly.
54. Arrangements for child protection are good. Staff are aware of these arrangements and their importance. Liaison with other agencies is good.
55. Provision for pupils' welfare, health and safety is good overall, and aspects such as personal safety, healthy living and personal hygiene are included in the personal, social and health education programme. Personal safety and road safety are addressed in assembly, and Year 6 pupils undertake cycling proficiency training. These have a good impact upon pupils' welfare, health and safety. There is a good medical room with details of how to treat asthma and other allergies on display. Appropriate procedures are in place for recording accidents, but there are insufficient qualified first aiders on the staff.
56. Health and safety procedures are very good, and inspection of the premises is carried out at least termly. Governors take their health and safety responsibilities very seriously, and are actively involved in these inspections ensuring that any issues are resolved with appropriate urgency.
57. The school has good procedures for promoting high standards of behaviour. Class teachers have high expectations of pupils' behaviour and the slogan 'Courtesy and Consideration to Others at all Times' is displayed prominently throughout the school. Sanctions are fair and the use of 'Golden Time' as a privilege earned for not being reprimanded, motivates pupils to behave well. The need for rules in a safe and happy community is successfully reinforced in circle time and religious education lessons. Clear and appropriate guidelines are in place to deal immediately with any incidences of bullying, and the policy makes it clear that this sort of behaviour does not have a place in the school. There are clear guidelines for lunchtime behaviour and the headteacher or deputy meets with lunchtime supervisors on a monthly basis to discuss any changes or improvements required to make lunchtime an enjoyable and safe time for the pupils.
58. Arrangements for monitoring and supporting pupils' personal development are very good. Praise and rewards are used well to encourage effort and significant achievements are celebrated each week in assembly. Weekly certificates are presented to pupils for a variety of achievements, such as hard work, improved handwriting and good teamwork as well as sporting success. The school has a very active school council with representatives from all the classes.

59. The school's procedures for monitoring and supporting pupils' academic progress are good. Throughout the four years that pupils are in school, there are appropriate assessments, which allow teachers to see that pupils are performing in line with the original predictions. The headteacher makes very good use of information technology to track and target pupils' progress. Each pupil has a 'Book of the Month' which contains annotated work in mathematics, English and science, showing attainment levels. Pupils also have individual profiles, which contain their annual report and the pupil's own assessment of the year. The school is developing its procedures well and is using assessment information effectively in order to improve pupils' learning. However, there is inconsistent use of the schools' marking policy.
60. The school uses appropriate procedures for identifying pupils who have special educational needs. Teachers assess pupils' progress, and if there is a need for intervention from an outside agency, the special needs co-ordinator follows the local authority guidelines. One of the governors with responsibility for special educational needs works within the school and is in a very good position of being able to monitor pupils' progress and provide practical support to the co-ordinator. The special needs teacher and the learning support assistants are committed to their work, and make a good contribution to the academic and personal development of these pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

61. There is a very good partnership with parents, which enhances pupils' learning, and this is a strength of the school. The inspection team fully endorses parents' positive views, but does not support the views of a significant number of parents who are not happy with homework provision. Inspectors judge that provision of homework is satisfactory overall, effectively supporting pupils' learning, as well as giving parents good opportunities to become involved in their children's learning. However, the provision for homework is sometimes inconsistent.
62. Parents are very well informed about the school through the prospectus, the governors' annual report and frequent newsletters. They are well informed about the curriculum through meetings, the most recent addressing numeracy, and through correspondence relating to specific topics. Parents also receive guidance on how to help their children through leaflets on reading and helping with learning effectively.
63. Parents are very well informed about their children's progress through termly consultation evenings at which attainment levels, personal development and how to help their children improve are discussed. Good information on progress is also given through the "Book of the Month" and parents are welcome to discuss concerns about their children at any time. Annual reports are satisfactory overall and appropriate targets are set for English, mathematics and personal and social development.
64. Parents make a very good contribution to pupils' learning at school. Parental help in the classroom is very good particularly in the lower part of the school and includes use of specific expertise, for example in pottery and in science. Support on visits is also very good.

65. Parents support the school through their organisational skills and through practical help both of which have a significant impact on pupils' learning; for example, parents obtained excellent sponsorship as well as helping with practical work for the newly established information technology suite. Parents also help with decorating and with planting hedges and trees. Significant funds are raised through the parent teachers association, and these are added to by parents negotiating with their employers to "charity match" funds raised at a specific event.
66. Parents of pupils who have special educational needs are appropriately involved when teachers have an initial concern, and there is regular contact with parents. They are asked to attend annual review meetings and kept informed about their child's progress through the regular parents meetings held at the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

67. The quality of leadership and management is good overall, with the headteacher making a very good contribution to the life and work of the school. The headteacher is well supported by the deputy headteacher and together they provide a clear sense of direction and purpose. This vision is closely linked to the needs of pupils, with an appropriate emphasis upon promoting high standards and effective teaching and learning. There have been continuous improvements in the quality of teaching and learning and the curriculum provided since the previous inspection.
68. A team approach is well developed, and all the staff work hard to improve the quality of education provided by the school. Equality of opportunity is promoted, and pupils with special educational needs are satisfactorily supported. All teaching staff have responsibilities for co-ordinating areas of the curriculum. Within the time constraints, this is carried out successfully. Curriculum co-ordinators, effectively monitor planning and pupils' written work. A good start has been made in the monitoring of the quality of teaching and learning, particularly in English and mathematics. The school recognises the need to provide opportunities for all co-ordinators to directly monitor the quality of teaching and learning in their subjects.
69. The school has insufficiently defined the role of the co-ordinator for special needs and the support staff. There are two, recently appointed governors with responsibility for special educational needs. They have a clear vision of their role in liaising with and supporting the co-ordinator.
70. The governing body is making a good contribution to the life of the school. A range of its responsibilities is delegated to committees that effectively support the work of the school. At present, the governing body is not up to full strength and there are two governor vacancies. The governors fulfil their statutory responsibilities well.
71. The school has clear aims that are supported well by the pupils, parents, staff and governors. They promote the development of self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society. These aims are effectively incorporated into all aspects of the school.
72. The school development plan is an effective document that clearly identifies the areas for future development. The planning process is good, the document is clearly laid out and identifies resource implications, key personnel and time scales, together with costings.

73. There is good, regular, formal and informal monitoring of teaching and the curriculum by the headteacher, deputy and local authority advisory staff, and this is proving to be effective in raising standards. Governors are involved in the monitoring of the work of the school, and several governors, particularly those involved in literacy and numeracy, visit the school whilst it is in session and give good support.
74. The school and governing body have set up effective structures to ensure that the pupils with special educational needs are appropriately supported. The governing body is well informed about any changes in the provision, and ensures that the required information is included in the governors' annual report to parents.
75. The school has identified appropriate aims, priorities and targets, and is taking the necessary action to rectify deficiencies, and in particular, to raise standards. The school's ethos is good, and an effective learning environment has been established.
76. Financial planning is good, and special grants, such as allocations for professional development are used well. The governors are prudent in their budgeting, and the strategic planning of the school is good. The school budget is managed well, and financial control and administration are good overall. The full governing body agrees the budget allocations annually, and governors monitor expenditure twice each term in order to check that actual expenditure is in line with the agreed budget. Sufficient financial information is made available to all governors. The governors make good use of resources and effectively link spending decisions to educational priorities. There are effective procedures to review and evaluate the effects of financial decisions and governors are aware of best value principles; a good example being of the recent success in considerably reducing the cost of waste collection and disposal.
77. The school is appropriately staffed and there is an appropriate balance of experience and expertise. However, the deployment of staff supporting pupils with special educational needs is not always effective.
78. The accommodation is good overall. The school has the benefit of a large hall, newly established information technology suite, and attractive and spacious grounds, which they share with the adjacent infant school. These facilities are used well and have a positive impact upon pupils' learning. The school swimming pool has proved to be too costly to maintain and governors are presently assessing its future viability. Alternative arrangements have been made for pupils to travel a short distance by bus to the nearby local swimming pool.
79. Outside facilities are very good, and make a significant impact upon pupils' learning. Resources for learning are good overall and used well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the standard of education further for the pupils, the headteacher, staff and governors should focus upon the following key issues:

- 1) Raise pupils' standards in writing, spelling, presentation and research skills;* (paragraphs 3,7, 32, 38, 85, 86, 88, 100, 111, 133)
- 2) Raise standards in information technology by establishing continuity and progression through teaching key skills, improving teachers' confidence and knowledge, sharing examples of best practice and providing more opportunities for pupils to use computers to enhance their learning;* (paragraphs 3, 10, 25, 98, 136, 137, 138, 139, 141)
- 3) Improve the organisation of provision for pupils with special educational needs by:
 - Defining and developing the role of the co-ordinator for special educational needs more clearly; (paragraph 69)
 - Improving the time management of adults involved in the provision through tightening up the timetables for support staff; (paragraph 27, 51, 69, 77)
 - Ensuring that pupils' targets are more clearly defined in their individual educational plans; (paragraph 12, 27, 51)
- 4) Improve the use of assessment to guide planning, and particularly the quality and consistency of day to day marking; (paragraphs 34, 59, 91, 100)
- 5) Ensure that the requirements for the daily collective act of worship are met by including opportunities for prayer, stillness and reflection, and the recognition of a deity. (paragraph 45)

*This issue has already been identified as an area for development by the school.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Ensure that the school's homework policy is consistently applied throughout the school. (paragraphs 35, 61)

Ensure that the school has a sufficient number of qualified first aiders on the staff. (paragraph 55)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2%	12%	55%	29%	2%	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	257
Number of full-time pupils eligible for free school meals	7
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	52
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	10
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999 [1998]	35 [35]	27 [32]	62 [67]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25 [23]	29 [18]	30 [28]
	Girls	22 [28]	21 [20]	24 [22]
	Total	47 [51]	50 [38]	54 [50]
Percentage of pupils at NC level 4 or above	School	76 (76)	81 (56)	87 (74)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25 [25]	29 [24]	31 [29]
	Girls	22 [29]	23 [23]	24 [23]
	Total	47 [54]	52 [47]	55 [52]
Percentage of pupils at NC level 4 or above	School	76 (81)	84 (70)	89 (78)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	4
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	248
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	28.6:1
Average class size	32.1

Education support staff: Y3 – Y6

Total number of education support staff	3
Total aggregate hours worked per week	59

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	2
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.

Financial information

Financial year	1999/2000
	£
Total income	399033
Total expenditure	400618
Expenditure per pupil	1559
Balance brought forward from previous year	18748
Balance carried forward to next year	17163

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	257
Number of questionnaires returned	105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	52	7	1	0
My child is making good progress in school.	40	50	8	1	1
Behaviour in the school is good.	33	57	4	0	6
My child gets the right amount of work to do at home.	10	39	35	15	1
The teaching is good.	39	52	7	0	2
I am kept well informed about how my child is getting on.	32	58	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	34	2	0	0
The school expects my child to work hard and achieve his or her best.	51	47	1	0	1
The school works closely with parents.	37	50	9	1	4
The school is well led and managed.	43	50	6	0	2
The school is helping my child become mature and responsible.	50	39	7	0	4
The school provides an interesting range of activities outside lessons.	37	47	10	3	3

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

ENGLISH

80. By the end of Key Stage 2, standards of attainment in English are broadly in line with national averages, but well below when compared with similar schools, because the number of pupils achieving the higher levels (level 5) was below the national average. Throughout the school, pupils with special educational needs make satisfactory progress. However, these pupils make good progress when supported by the special educational needs teacher or learning support assistants in liaison with the classroom teacher. The quality of teaching has improved since the previous report in 1996 as a result of the successful introduction of the National Literacy Strategy. Teaching is at least satisfactory, with 70 per cent good or very good teaching. The school has identified weaknesses in spelling and writing, and is making satisfactory efforts to improve this. The inspection findings are in line with expectations and support the school's 1999 test results at the end of Key Stage 2.
81. Although standards in English are close to the national average, the trend in Key Stage 2 National Curriculum test results between 1996 and 1999 is inconsistent, with a slight dip in 1997, a significant rise in 1998 and an equivalent dip in 1999. The school has carefully analysed these results, including the number of pupils achieving the higher levels, examining the performances of girls and boys as well as pupils' performance in reading, writing and handwriting. As a consequence, the school has identified writing and handwriting as an area of weakness that has become a particular focus for attention. Inspection findings support this analysis. The school has designated particular times of the week for pupils to work at improving their standards of reading and writing. Specific targeting of boys' achievement in 1998 shows significant progress in the percentage of boys achieving expected levels in English. Additional literacy support is provided to help identified groups of pupils from Years 3 and 4 to achieve higher levels in English and this is having a satisfactory impact upon standards.
82. In speaking and listening, pupils make good progress and standards of attainment are good. Pupils of different attainment are given a variety of opportunities to develop their listening and speaking skills, within small groups or in their literacy lessons. In subjects such as religious education, Year 6 pupils are articulate in discussing the qualities of good leadership, and in mathematics, Year 5 pupils talk and argue their points of view, making sensible decisions about the probability of a dice throwing activity. Year 3 pupils enjoy discussing the use of appropriate pronouns when they compare first and third person accounts of the discovery of the tomb of Tutankhamun.
83. Pupils work well in small groups and are generous with their praise of each other's efforts. This is especially evident when Year 6 pupils make presentations to the rest of the class based on artefacts they have brought from home to support their history research into Britain since 1930. Pupils are given good and regular opportunities to improve their speaking and listening skills, and to enjoy artefacts such as an old bible, coins, a pocket watch and a fox stole. Pupils had completed the research and prepared their presentations as part of their set homework. Pupils in the after-school gardening club talk with enthusiasm about the hanging baskets they are making to enhance the appearance of the school.

84. Inspection findings conclude that standards of attainment in reading are in line with expectations for pupils of this age. Analysis of school data shows an improvement in reading standards. Younger pupils are keen and interested and use their home-school books so parents can see and contribute to the progress their children make. Pupils handle books well, and higher attaining pupils read their books with accuracy and fluency. Year 4 pupils use the alphabet to locate information in an index, and have positive attitudes to reading; for example, a lower attaining pupil was very enthusiastic in talking about a non-fiction book.
85. Pupils in Year 5 read regularly, and have very positive attitudes; they read a variety of texts including storybooks, comics and recipe books at home. Higher attaining pupils read fluently and with expression, and are developing library retrieval skills. In Year 6, pupils know the differences between fiction and non-fiction books, but they do not automatically use library classification systems and often need prompts to find books or information contained within reference books. However, there is an insufficiently high percentage of pupils who have developed higher level reading skills, such as inference and deduction and the ability to retrieve and organise information from a variety of sources. Each class has a daily reading session, these are most successful when teachers use the time to reinforce and develop pupils' reading skills. In the literacy lessons and other subjects such as religious education and history, teachers make the most of the opportunities to stimulate interest in reading by asking probing questions when discussing text. The twice-yearly Book Fair and school book club are helpful in promoting the importance of reading.
86. Attainment in writing, and particularly handwriting, is unsatisfactory. The school has made time available so that the deficiencies in writing, handwriting and spelling can be rectified. All classes have weekly handwriting sessions and specific reading time in addition to the normal literacy lessons. There are weekly spelling tests for all pupils linked to vocabulary based on the National Literacy Strategy. The school has designated more time to extended writing in an attempt to raise standards of written work in the school.
87. Younger pupils write story plans before their full version of a 'Round The World School Trip', they construct simple sentences well using correct punctuation, and are developing the use of adjectives to make their writing more interesting. In describing a conker, one pupil writes that 'conker shells are like a spiky hedgehog'. Year 4 pupils read texts to find the evidence to give written answers to questions, they are developing a cursive script in their handwriting and are starting to improve their use of paragraphs and more sophisticated punctuation such as the apostrophe, exclamation and speech marks.
88. Pupils in Year 5 write a clear account of the film 'The Secret Garden' and contrast this effectively with the book. They write a character study of themselves and compare it with a character from Jacqueline Wilson's 'The Suitcase Kid'. Pupils write for different audiences, as shown when they write reports of a football match and develop note-taking skills. Year 6 pupils consolidate their knowledge of punctuation. Pupils have interesting ideas, but poor presentation and frequent inaccurate spellings detract from the overall level of attainment.

89. Pupils' attitudes to English are good. They behave well and work well individually, in groups and as a full class. Pupils have positive attitudes, so teachers and support staff are able to work with small groups of pupils while other pupils are concentrating on individual tasks. Good relationships mean that pupils work well together and help each other to improve. Pupils listen well and appreciate the efforts of others in the group.
90. The quality of teaching observed is always at least satisfactory and usually good or very good. Literacy training has helped teachers to improve their planning. Learning objectives are clearly focused and explained to pupils at the beginning of the lesson. In the best lessons, teachers ask challenging questions to make sure that pupils think about their work. Another feature of good teaching is when clear instructions are given so pupils know exactly what is expected of them and can start their work promptly. Teachers make good use of the plenary session to consolidate new knowledge and to encourage pupils to talk about their work. Work is well matched to the needs of the pupils and good relationships help pupils to make good progress in many of the lessons seen.
91. Teachers praise pupils for their efforts and encourage them to work hard. During the lessons, teachers assess pupils work and identify problems that pupils have in understanding or completing their task. Staff have very recently updated their skills in assessment and record keeping, by attending training in conjunction with the partner infant school. Samples of pupils' work are kept in the school portfolio to assist teachers in assessing standards, and the school is working on the development of their pupil tracking system which helps predict pupils' future attainment. The school has an agreed marking policy but there are some inconsistencies in the way it is applied. Pupils who have special educational needs make good progress when they work in small groups to reinforce their class work.
92. The school has worked hard to introduce and manage the National Literacy Strategy. The school submitted a poem and story for 'A Collection of Short Stories and Poems' to mark the National Year of Reading and more recently to celebrate World Book Day, teachers exchanged classes and read a poem or story to the new class. Resources for the subject are good, the library has recently been reorganised and each classroom has a good supply of books.

MATHEMATICS

93. Pupils' performance in the national tests in 1999 at the end of Key Stage 2 was above average when compared with all schools nationally, and close to the average when compared with similar schools. The performance of girls was slightly below that of boys, and the number of pupils achieving the higher levels was in line with national averages. The trend over the last two years is one of improving results at a greater rate than national improvements. This represents an improvement in mathematics since the previous inspection, when it was only broadly in line in some aspects of the subject and there was only a minority of pupils working at the higher levels. Inspection evidence based on the scrutiny of work, discussions with pupils and staff and lesson observations concludes that standards are in line with expectations for pupils of this age.

94. In Year 3, pupils explore number patterns with confidence, know some of their multiplication tables and have a sound knowledge of the properties of shapes, weights and measures, time and simple money calculations using addition and subtraction. They know number bonds to twenty, and double and half numbers with two and sometimes three digits. They achieve solutions to problems with the necessary reasoning behind the calculations and explain the methods used.
95. Year 4 pupils have satisfactory knowledge of the terms mean, mode and median when looking at data gathered in graphs they have constructed. They use a variety of methods when using addition and know the units of measure in capacity and length. Most of the pupils know the properties of angles in a triangle, and the relationship between the number of sides and angles in two-dimensional shapes. They explain with confidence the strategies they use in mathematics, and know that there is often more than one way to solve a mathematical problem.
96. Year 5 pupils multiply and divide numbers with two and sometimes three digits. Most pupils know a majority of their multiplication tables, and add and subtract numbers up to 1000. They have satisfactory knowledge of symmetry, two dimensional shapes, angles, co-ordinates and how to estimate area. Pupils round numbers up and down to 1000 in mental calculations. They are encouraged to discuss their work and do this confidently.
97. The oldest pupils in Year 6 interpret timetables, have knowledge of decimals to two places, and multiply and divide up to 1000. They then check their answers by doing the reverse calculation. They are beginning to have a basic knowledge of algebra, and they work out the formula for distance, speed and time. Probability, the link between fractions, percentages, decimals, work on area, perimeter and shapes have all been achieved to a satisfactory standard. Pupils have a sound knowledge of correct mathematical vocabulary when asked to explain their work. They use terms such as function and factor and are aware of the correct language involved in probability and data handling.
98. The National Numeracy Strategy has been satisfactorily implemented, and all staff have received effective training. The numeracy sessions are divided into satisfactory time allocations. A majority of the sessions have an effective mental warm-up and all have an appropriate plenary section at the end. The teaching of numeracy is satisfactorily supported in other subject areas across the curriculum; for example, in science. Homework is set on a weekly basis and supports pupils' learning satisfactorily. There was little evidence of information technology being used to support pupils' learning in this subject.
99. Overall, the teaching observed during the inspection was good. Lessons observed were at least satisfactory, and mostly good or very good. This represents an improvement since the previous inspection. Where teaching is good, the mental sessions are lively, have a sense of urgency and all pupils participate fully. Where teaching is satisfactory, the pace is slower and pupils have a lower level of mental challenge. In the best lessons, the teachers have a clear idea of their objectives, and set realistic, achievable and challenging targets. They use the correct mathematical language and lessons have good pace.

100. Planning across the school is good, and teachers have adopted a very good system for tracking the attainment of pupils. Regular assessments provide a clear picture of pupils' progress. However, the quality of marking varies and is inconsistent. The quality of pupils' presentation of their work varies considerably.
101. The recent introduction of setting in ability groups for mathematics has improved the progress made by the pupils. Booster classes were organised in Year 6 earlier in the year. Throughout the school, pupils respond well to the subject.
102. Pupils experience full coverage of the mathematics curriculum, with a greater emphasis now being placed on their understanding and ability to explain and apply their calculations. This is an improvement since the previous inspection when they were not receiving the full curriculum, and were weak in using and applying their knowledge.
103. The school, in conjunction with the local education authority, has carried out an extensive review of mathematics provision, and the progress made by pupils in all aspects of the subject. This enables the school to raise standards, and improve the good progress already being made by pupils. Detailed records of the schools' and pupils' progress are kept. Appropriate targets are set and recorded.
104. There is a good range of resources that are well used. The subject is organised and monitored effectively.

SCIENCE

105. Pupils' results in the 1999 national tests were well above the national average. The number of pupils reaching the higher level (level 5) was also above the national average and close to the average for similar schools. Inspection evidence indicates that pupils' attainment throughout the school is broadly in line with expectations for pupils of this age, with a good number of pupils achieving the higher level (level 5).
106. Pupils have a good knowledge and understanding of scientific facts and ideas relating to life and living processes, materials and their properties. Younger pupils know the characteristics of living things, and understand that plants require light and water for growth. Older pupils in Year 5 show a good understanding of life processes, they identify major organs of the human body and know the positions. They understand the purpose of arteries and veins in the body and are well aware of ways in which to keep the human body healthy.
107. Younger pupils in Year 3 carry out an investigation into opaque and transparent materials. Many pupils understand the reasons for fair testing and apply it to their investigation and discussion. Good teacher knowledge, preparation and skilful explanations were good features of this lesson and had a positive impact upon pupils' learning. Pupils consider life cycles and environmental issues thoughtfully. They make realistic predictions based on prior knowledge; for example, they successfully predict the effect of heat on everyday materials.

108. Pupils' learning is good throughout the school and they make at least satisfactory and often good progress. Experimental and investigative skills are developing well. Pupils are given a good range of opportunities to extend their knowledge and skills as they move through the key stage. Older pupils have a clear understanding of the meaning of a fair test. Pupils are aware of the need to test one variable at a time. They recognise conditions that are basic to survival and identify ways in which an animal suits, or adapts to its environment. Pupils share their predictions, record their findings systematically, give explanations and draw conclusions. Pupils are becoming confident in explaining their experiments and relate their knowledge to everyday things. There is no perceived difference in the progress of boys and girls through the school.
109. Pupils' attitudes to science are good. They behave well, are attentive and enjoy the practical work. They value each other's contributions to discussions and collaborate well in group work. Pupils respond very promptly to instructions from their teachers to gather the resources they require, and they settle to their work without fuss.
110. The quality of teaching is good throughout the school. Teachers are knowledgeable and confident when teaching the subject. Teachers' planning for lessons is good and they are well aware of, and plan effectively for, the variation in pupils' prior attainment. The scheme of work is well structured and gives clear guidance. Lessons begin with questions and a review of previous work, and the work planned builds effectively on this prior knowledge. In the best lessons, clear explanations and instructions are given to the pupils. The aims of the lesson are often shared with pupils. Teachers have high expectations of both work and behaviour. Pupils' learning is often good because of the good quality teaching that they receive.
111. Literacy and numeracy skills are satisfactorily used in science, and older pupils follow a common format in which to record the findings of experimental work. The pupils are encouraged to write up their experiments in a scientific way using appropriate technical vocabulary, using charts and tables. Information and communication technology is sometimes used and a variety of graphs are used to record the data gathered from pupils' investigations. However, the quality of handwriting and presentation throughout the school is unduly variable.
112. Resources are accessible and well managed. Standards have improved since the previous inspection.

ART

113. It was only possible to observe small parts of art lessons during the inspection, and so judgements are based on scrutiny of pupils' work in their sketchbooks and individual portfolios and on display around the school, and on discussions with staff and pupils. Pupils make satisfactory progress throughout the school, and this is reflected in pupils' sketchbooks, which show a clear development across the school in the levels of skills used. There was insufficient evidence to make a judgement about pupils' standards in the subject.
114. The younger pupils in the school use paint to find out how to vary tints and tones within a single colour. They experiment with a range of techniques such as marbling, wax-resist and washes, and use a variety of media such as chalk, pastels and water-colours. They consider the work of famous artists such as Picasso, Rousseau and Monet, and paint their own pictures using similar techniques. Work in art supports

topics well in other subjects, such as the history project on Ancient Egypt in Year 3, when bold colours and designs were used to create representations of the gods in the style of the time. Their work with fabric includes tie dying, and pupils in Year 4 have produced some beautiful examples of batik pictures and patterns.

115. Older pupils use a range of media, selecting which is most appropriate to their subject; for example, within landscape studies pupils used water-colours or pastels as fitted their individual style. They experiment with repeating patterns, and extend this to a project on printing. Pupils create print blocks with a variety of materials and then apply these in various ways. They also work with clay, and are pleased to show and talk about their newly completed coil pots. Pupils in Year 6 have worked with paper creating quilled pictures and designs.
116. Pupils are very positive about their art, and are keen to show and explain their work to others. They concentrate closely throughout the lessons, and pay good attention to teachers' instructions and to each other's suggestions. Conversation during art lessons is about the task in hand.
117. Insufficient time was spent observing art lessons for a judgement to be made about the quality of teaching overall. Positive elements noted were that very good questioning extends pupils' observation, promoting their consideration of details within shapes and design, and developing their awareness of the composition of a picture. Pupils are encouraged to examine elements of texture and consider how to portray this. Teachers who have strong art skills themselves share their knowledge and experience generously with pupils.
118. The resources for art are satisfactory with a sufficient range of papers and tools, resources for textile work and three-dimensional materials. The school also has a kiln; a facility that is offered to other schools in the area.

DESIGN AND TECHNOLOGY

119. The standards achieved by the oldest pupils are appropriate for their age. The school has made good progress and has addressed effectively the key issue identified at the previous inspection. Provision for design and technology is now satisfactory, and pupils make appropriate progress in acquiring the necessary skills.
120. Younger pupils investigate the packaging of a range of foods, and then design and create their own boxes. They disassemble cardboard containers and experiment with construction kits to help them create nets for their own boxes. Others have investigated, designed and made money containers, considering the needs of different users and situations, for instance, the need for bold colours and easy fastenings for an elderly user, and a more exciting design for a purse to wear to a disco. Pupils evaluate their finished product and consider how they would amend the design another time.
121. Older pupils have made moving toys using a cam mechanism. They make detailed observational drawing of the moving toys they investigate, and then draw detailed designs for their own models. Pupils in Year 6 this year made interactive pictures with elements that moved, lit or buzzed, based on a nursery rhyme to decorate Santa's grotto at the Christmas fair. Pupils enjoy design and technology projects and talk with enthusiasm about their models and how they made them.

122. The quality of teaching is satisfactory overall. Where teaching is good it is characterised by good use of time ensuring that pupils extend their knowledge well within each lesson, tasks challenge pupils and questioning extends their thinking, helping them refine their designs without being over-directed. Where teaching is less successful, the use of time is less effective, with pupils undertaking 'fill-in' tasks whilst materials are prepared and investigative situations prepared.
123. The school has a sound policy for design and technology, and the scheme of work is based on national guidance. Design and technology projects include a good balance of investigative, designing and making tasks.
124. Consumable resources for design and technology are satisfactory, and the school has a range of tools. Resources in terms of moving toys and of construction kits are limited, although those the school has are used well.

GEOGRAPHY

125. The standards achieved by the oldest pupils are appropriate for their age. A small number of lessons were observed during the week of the inspection. Inspection findings are therefore based upon the scrutiny of pupils' work and discussion with pupils and staff.
126. Pupils in Year 6 have a sound knowledge of maps, plans, and the need for scale and symbols. In a recent piece of cross-curricular work, involving geography, design and technology and mathematics, pupils measured, drew accurate plans and maps and then made scale models of the school. This greater understanding of maps represents an improvement in mapping skills since the previous inspection, when this aspect was found to be weak. Year 6 pupils also study mountains; for example, a trip to the Brecon Beacons provided good first hand experience of a mountainous area.
127. In Year 4, pupils compare life in a village in India with their own life. Differences are investigated satisfactorily in climate, houses, schools, settlements and occupations. Pupils effectively use books and other sources of information, such as photographs to support their learning.
128. Pupils in Year 3 learn about buildings, roads and patterns of settlement in Chipping Sodbury, and effectively consider changes needed over time. Pupils also study the weather and climates of the world. They look at how lifestyles are affected by the weather and climate differences throughout the world.
129. The quality of teaching is satisfactory overall. Teachers' planning indicates that good use is made of resources, and visits greatly enhance the quality of learning. There are plans to improve the provision for the subject by teaching discrete geography topics as part of literacy and numeracy work within the school. The subject is well managed by the school; and the levels of resources are adequate.

HISTORY

130. The standards achieved by the oldest pupils are above that expected for their age. All pupils show good understanding in history because they are given work which is well matched to their interest levels, not only taken from books, but is brought to life for them through visits to the local area. Visitors provide eyewitness evidence for pupils to question and gain understanding through empathy. In Year 5, pupils benefited from a talk by a local historian about the differences between buildings in the locality and those from Victorian times. Pupils are successfully encouraged to consider and discuss changes and the reasons for the change, and know the difference between fact and opinion.
131. Younger pupils in Year 3 show enthusiasm towards the beginning of their topic about Ancient Egypt. Pupils are encouraged to make good use of secondary sources of information to prepare short presentations for their class. Pupils work collaboratively in groups looking at areas such as food and farming, pyramids, education, gods and goddesses. Well chosen resources, teacher enthusiasm, very good subject knowledge and good use of parental support made this a very good lesson.
132. Pupils are encouraged to observe objects and photographs carefully and to make inferences and deductions. They are given good opportunities to record information. In another lesson about Ancient Egypt, pupils ask good questions about the past and some show a clear understanding for the reasons that pyramids were built; for example, "because of their belief in an afterlife."
133. The teaching is good throughout the school, planning is carefully matched to pupils' interest levels and range of abilities and has a good impact upon learning. Teachers assess pupils' work on a regular basis. Pupils' presentation skills and handwriting are variable throughout the school, although there are examples of drawings and illustrations which pupils make to enliven their written work. Pupils in Year 6 consider the main changes in Britain since 1948. Pupils consider population, the structure of society and technology and are successful in recognising similarities and differences.
134. There is now an appropriate scheme of work, which follows national guidelines. The school has a good range of books and resources. There are good opportunities for pupils to take part in visits to enhance their work in history; for example to Bristol Museum, Cirencester, and the site of local Roman camp. Standards have improved since the previous inspection.

INFORMATION TECHNOLOGY

135. The samples of pupils' work available for scrutiny during the inspection were limited. Judgements of standards attained are based upon lessons observed, and discussions with pupils and staff.
136. Attainment in information technology by the oldest pupils is below that expected nationally, and standards have remained low since the previous inspection. However, this judgement gives an unbalanced picture of the school's provision overall, and the youngest pupils in the school show satisfactory understanding and make satisfactory progress. The school has worked hard to address the key issue raised in the previous report, and has made some good progress. However, this has not yet had a positive impact upon pupils' learning.

137. The oldest pupils use the Windows operating system to load a desired program. Many gain access to a specific file, both those saved onto a disk and those on the hard drive. They edit a piece of text using a spellchecker, and highlight an area of text to 'drag and drop' it into a new location. They change the print style, size and colour, and print their own work. Pupils seldom draft their work directly to the word processor, more often using the technology to produce 'fair' or 'best' copies for display. They have insufficient opportunities for using information technology for controlling events, such as moving a floor robot around a track, or for exploring the consequence of their own decisions through the use of simulation programs. The exception to this is the 'enrichment' club, in which pupils were using a software simulation program to explore a rainforest location to support their learning effectively.
138. Pupils in Year 5 had recently entered and saved data onto a simple spreadsheet program and were using this to present and draw conclusions from their raw data, although pupils in Year 6 had little recall of data handling in their work. Their use of a database is below expected levels for their age. Pupils import pictures into their written work successfully, but the use of multi-media software to enhance the development of skills and improve their learning is insufficiently developed. Pupils do not as yet have access to the Internet, although the school has recognised this deficiency.
139. Younger pupils use a database at suitable levels to enter, save and interrogate raw data. They design a simple database; deciding on the categories and selecting appropriate information to enter. These pupils use a word processor to create fair copies of their written work, but they do not use a computer to write directly. Pupils use a spellchecker effectively to aid in the correction of typing errors, as well as to edit text to make use of more interesting vocabulary. They have limited experience of control technology or the use of graphics programs and little experience of simulation programs or adventure games that develop skills in decision-making and the consideration of consequences.
140. Teaching was satisfactory overall in the lessons observed. Where teaching is good it is characterised by clear planning that challenges pupils and allows them to work at their own pace. Teachers are aware of pupils who have extensive experience of computers outside school, and seek to give these children the scope to extend their skills still further.
141. When teaching is less successful, teachers seek to teach the whole class together throughout the lesson, holding back the learning of the more experienced. Occasionally, teachers intervene too early, denying pupils the opportunity to get themselves out of difficulty with a piece of software.
142. The school is establishing a computer suite, in which a whole class can learn and develop skills more effectively. The necessary building and electrical work has been completed and additional computers have been ordered. The school has identified appropriate software required. Resources seen during the inspection were unsatisfactory, but the school has recognised this deficiency, and plans to meet pupils needs in the subject more effectively with the proposed computer suite.

MUSIC

143. The standards achieved by the oldest pupils are above that expected for their age. The performing skills of pupils are good and are greatly enhanced by extra-curricular music lessons, led by staff including specialist teachers. The policy and scheme of work is complemented by a published scheme that has increased teachers' confidence in teaching all the elements of music. Standards have improved since the previous inspection.
144. Pupils' singing and playing skills are good. They maintain the correct pitch when singing in harmony and produce a pleasant musical effect by using expression and dynamics. The school choir is used effectively to lead singing in assemblies. A significant number of pupils are learning to play musical instruments including descant and tenor recorders, violins, cello and woodwind. Percussion instruments are also used well. Many are confident, skilled performers and frequently play in assemblies and at school concerts and services. This further enhances their musical skills.
145. In one assembly observed, pupils greatly enjoyed singing several of their favourite songs, demonstrating good expression and enthusiasm. They were very successful in maintaining a melody and counter melody. The assembly was also a good opportunity to enhance pupils' self esteem, which was done very successfully when several pupils volunteered to sing a solo from "Joseph". Pupils listened attentively, and showed their pleasure at the efforts of the soloists. Careful introduction and consolidation of new vocabulary means that pupils are becoming confident in using correct musical terms. There is a good emphasis upon the quality of singing and attention to pitch.
146. Pupils are enthusiastic and behave well. They listen attentively to enable them to perform tasks without disruption and are always eager to ask and answer questions. They take responsibility for their own learning as was demonstrated in a very good lesson in Year 4, when pupils worked in groups to improvise and compose appropriate music to enhance a story from India, read by the teacher. Very good intervention by the teacher, good use of appropriate instruments, together with pupils' very good behaviour and attitudes made this a very successful lesson. This lesson linked well to pupils' work in geography as well as making a substantial contribution to pupil's cultural development. Older pupils compose their own "raps" with good use of a two beat rhythm. Pupils enjoy the lesson and enjoy discussing their compositions with the teacher and other pupils. Pupils throughout the school demonstrate a good understanding of rhythm and are able to maintain a regular beat successfully.
147. A specialist music teacher teaches most music lessons throughout the school. The quality of teaching is good and often very good, and has a good impact upon learning. Teachers plan carefully, asking thought provoking questions and are always appreciative of pupils' efforts. The management of pupils is good, and lessons are interesting and challenging and are well organised. Teachers' expectations are high, which enables pupils to achieve well.
148. During the inspection, the school arranged for a visit from an outside group representing the Caribbean culture and tradition to work in each class as well as leading a whole school assembly. Pupils showed particular interest in the traditional instruments used. Events such as this, peripatetic instrumental lessons and extra-curricular activities provided by the school richly enhance pupils' learning. The subject makes a good contribution to pupils' spiritual, social and cultural development.

Opportunities for pupils' moral, social and cultural development are good.

PHYSICAL EDUCATION

149. The standards achieved by the oldest pupils are above that expected for their age. At the previous inspection, standards in physical education were sound, and standards have improved.
150. Pupils experience the full National Curriculum programmes of study. In gymnastics, movement and games lessons, pupils make good progress in the development of their skills. They are taught to improve their skills, and work collaboratively throughout the school. Swimming is part of the curriculum for all pupils, and they make good progress and enjoy the sessions. The school reports that most pupils achieve the national target of being able to swim 25 metres by the age of eleven. Pupils in Year 6 successfully undertake a programme of outdoor adventurous activities with a visit to a centre in Westward Ho.
151. In all lessons observed, pupils are encouraged to warm up properly, and are aware of the importance of exercise and safety. They are also taught to cool down correctly at the end of a period of exercise. Teachers provide good role models by changing for lessons and all pupils change into suitable clothing.
152. In Year 6 movement lessons, pupils move around the hall with increasing control, balance and poise. They can successfully join floor movements of curling, stretching and jumping into a sequence. Pupils then adapt these sequences to use the apparatus with confidence and control. They discuss and improve their performance whilst working collaboratively in groups. Their use of wall-bars, vaulting equipment, benches and ropes is thoughtful and creative. In Years 3, 4 and 5 games lessons, pupils practice their throwing, catching, fielding and striking skills, and this results in improvements in games such as cricket and rounders. These sessions gradually build up basic skills, so that they play games with increasing knowledge and confidence. All of the pupils participate and thoroughly enjoy these lessons. In a Year 3 lesson, pupils benefited from input from a local education authority sports development officer, where they made good progress in throwing skills for javelins in athletics.
153. The quality of teaching is good overall. Lessons observed were at least satisfactory, and in three lessons good teaching was seen. This represents an improvement on the previous inspection when it was judged as sound. The teachers encourage the pupils to take part with enthusiasm and challenge them to think about their performance and how to improve. All pupils enjoy physical education, their response is good and no bad behaviour was seen. The lessons are well planned and gradually develop the skill or sequence that is the lesson objective. Teachers have good knowledge of the subject, give clear instructions, emphasise how improvements can be made and give encouraging and appropriate praise. The pupils are taught how to analyse and comment critically on their own work and the performance of others; this is carried out with sensitivity. In one lesson observed where all the pupils were not actively involved, there was a loss of the normally very good behaviour and a slight attitude of boredom due to non-participation.

154. The school has a good range of extra-curricular activities, which is supported by many pupils. This is a growing and improving area of the school's provision. The school has recently been successful in local sports tournaments and matches.
155. The school possesses a good range of physical education resources and has very good facilities. There is a need for safety procedures to form part of the school policy so that new staff can be made formally aware. Since the previous inspection, pupils' progress and learning, teaching, planning and extra-curricular provision has improved.

RELIGIOUS EDUCATION

156. Standards of attainment for the oldest pupils at the time of the inspection are satisfactory, and meet the expectations of the locally agreed syllabus. These pupils have a sound factual knowledge of Christianity and other world religions.
157. Pupils in Year 3, study important festivals such as Divali and Hanukkah effectively. They learn about the Five Pillars of Islam and the Jewish Sabbath, and learn and study the Christmas and Easter stories in greater depth. Pupils' self esteem is raised when they consider what it is about themselves that makes them special. They also give thoughts sympathetically to loneliness, and the effect that bullying might have in their class. In lessons, pupils think about the rules needed to keep a community safe, and the importance of not breaking those rules. Year 4 pupils study Bible stories, such as the loaves and fishes, the reasons for giving things up for Lent and how people show they care for each other. These pupils recorded details of their visit to a Hindu temple.
158. Pupils in Year 5 are developing a satisfactory awareness of the importance of prayer and worship to many people, and the significance of the various rituals to Christians, Muslims, Buddhists and Hindus. Pupils in Year 6 learn effectively through research about the importance of people such as Martin Luther King and Gandhi. They consider the qualities that make a good leader and relate this to their imminent residential visit. Pupils also look to the future and have a mature attitude as they try to forecast what they would like to be doing next year, and when they become sixteen, twenty, or thirty years of age.
159. The quality of teaching is satisfactory. Teachers' planning is linked with the locally agreed syllabus. Pupils are provided with satisfactory opportunities to discuss different aspects of life and religion, and to show what they know through written work and drawings. There is good questioning, so that pupils think carefully about the information they have been given and the tasks they are expected to complete. The good relationships and friendly atmosphere in the classrooms give pupils the opportunity to discuss and question freely and this increases their understanding. Pupils know that everyone should be listened to and respected. The teachers provide good role models, making sure that they listen well to their pupils.

160. Religious education contributes well to pupils' spiritual, moral, social and cultural development through the content of the lessons that extend pupils' knowledge and understanding of other cultures and beliefs. During the week of inspection, a visiting Caribbean group led an assembly; they explained that despite the cultural differences between themselves and the pupils, there were common threads such as the study of the Bible. As a result of the assembly, which contained story telling and traditional music, pupils appreciated that different cultures have a richness that can be shared by others.

161. Since the previous inspection, standards have been maintained in religious education. The new syllabus has been introduced and the scheme of work is being reviewed. However, the resources to support the teaching of religious education are limited.