

INSPECTION REPORT

BRENTY PRIMARY SCHOOL

Brenty, Bristol

LEA area: Bristol

Unique reference number: 108980

Headteacher: Miss B. Daykin

Reporting inspector: Mr D. Collard
OFSTED Inspector Number: 11122

Dates of inspection: 19th – 22nd November 2001

Inspection number: 194049

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: infant and junior

School category: community

Age range of pupils: 4 - 11

Gender of pupils: mixed

School address: Bentry Lane
Bentry
BRISTOL

Postcode: BS10 6RG

Telephone number: 0117 950 3323

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Appropriate authority: governing body

Name of chair of governors: Mr Colin Bennett

Date of previous inspection: April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11122	Mr D. Collard	Registered Inspector	mathematics; information and communication technology; religious education; special educational needs;	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
9712	Mrs J. Barber	Lay Inspector	none	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
4109	Mr. J. Barley	Team Inspector	English; art and design; geography	How well is the school led and managed?
11848	Mr J. Taylor	Team Inspector	science; design and technology; physical education; equal opportunities	none
1838	Ms B. Pollard	Team Inspector	history; music; the Foundation Stage	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brentry Primary School is situated in Brentry, Bristol. There are 173 pupils on roll, which is smaller than the average primary school. As in other local schools, the numbers have been falling for the last years due to changing local circumstances. The school is part of an Educational Action Zone (EAZ), which is in the process of being established. The area that serves the school is of mixed housing and pupils come from a variety of social circumstances. In the local area, there are a significant number of socially disadvantaged households. The number of pupils entitled to free school meals is above the national average. Pupils enter the reception class in the year in which they are five. Attainment on entry to this class is broadly average although a significant number of the children are below average in speaking and in their knowledge of the world around them. The number of pupils who come from minority ethnic backgrounds is low. There are no pupils at an early stage of learning English or who speak English as a second language. The number of pupils identified by the school as having special educational needs is low although the systems are being reviewed to identify others. A significant number of pupils have entered Years 4 to 6 with lower attainment. The number of pupils with statements of educational need is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

This is an improving and effective school that now has a good potential to attain much higher standards. Standards are good in reading by the end of Year 2 and science by the end of Year 6. Whilst standards are still low in some aspects of English, especially writing, there are signs that they will improve this year. The quality of education provided is good. Pupils are given a broad and varied curriculum and the overall good quality of teaching ensures that pupils learn well. The headteacher provides strong and effective leadership that has identified, and very quickly addressed, many issues. The school now provides good value for money, although this was not the case until recently.

What the school does well

- The good standards achieved in science by the end of Year 6, the improved standards in reading and science by the end of Year 2, and the good progress in mathematics made by pupils in Years 3 to 6.
- The overall good quality of teaching.
- The strong leadership provided by the headteacher.
- The identification and action that has been taken to address the key factors that were limiting the progress of pupils.
- The role of the senior management team and governors to ensure decisions are based around good evaluation of strengths and weaknesses.
- The effective working environment that provides a broad curriculum balancing academic achievement, learning and living within a tolerant society.

What could be improved

- The impact of provision for special educational needs work across the school.
- The consistency of written work in all subjects.
- The provision for outdoor play equipment for children in the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection report in April 1997 the school has shown fluctuating improvement. There has been very rapid improvement this term with more concentrated attention given to speeding up the progress that pupils make and to raising the quality of education that is provided. In the last four years there was some fluctuation in standards although this is being reversed especially for those pupils in Year 6. There was a lack of professional development amongst the staff and this was the first priority for the new headteacher. As a consequence, the morale of the staff has improved. Overall, the curriculum has been strengthened with better work in literacy, numeracy and information and communication technology. Procedures for special educational needs have developed well. The situation was not as strong until this term because the systems in place were not monitored closely enough to ensure that all pupils were given the support they needed. There is a similar picture in the procedures for assessment. The partnership with parents has improved because they now feel that their pupils are making better progress and because communication has been improved. Many of the new initiatives are already having an impact in the work of the school so improvement overall has been good. The new school motto of 'Learning together - Aiming high' is proving very apt.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	D	E	D
mathematics	E	D	C	B
science	E	C	B	A

Key

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

Children enter the school at four years and have ability that is average overall. A significant proportion of children are below expectations in their language development and the knowledge of the world around them. By the end of the reception year children are likely to reach most of the expected levels in all the six areas of learning in the Foundation Stage Curriculum. They are not likely to achieve the goals set for certain aspects of the physical development aspect of the curriculum because of a lack of facilities. Progress is good in communication, language and literacy, mathematics and knowledge and understanding of the world. It is sound in personal, social and emotional development, creative development and the development of skills when using tools and implements. It is unsatisfactory in the developing physical activities because of a lack of outdoor play equipment.

The standards in National Curriculum tests at the end of Year 6 have fluctuated, especially in English when compared to all schools. This is because the number of pupils achieving the higher level was low and the language work for those with special educational needs was not targeted well enough. Standards in writing are not as high as they should be because there are not enough opportunities to develop the skills in more extended pieces in other subjects. In contrast, the results in mathematics and science have shown a steady improvement from a low base. The needs of pupils in the present Year 6 are being better addressed. When measured against the improvement they have made since Year 2 it is very good in science and mathematics and sound in English. Overall, they are now making good progress although this has only happened recently. In the present Year 6, standards in English and mathematics are at average levels although a significant number of pupils are likely to do better. Standards are above average in science because pupils are learning good skills for experimentation and investigation. In all other subjects, standards are at least in line with that expected nationally and there are strengths in singing, art and design and technology. Progress in Years 3 to 6 is sound. Pupils are given suitable challenges and respond well to these. Pupils with special educational needs have not always had such good opportunities and their learning over time has been slower. This has been radically addressed by better individual education plans and they are now making rapid progress. The impact of this has not yet been fully realised although some improvement is evident in the work that they are doing.

Pupils in the present Year 2 have standards that are, at least, in line with those nationally in all subjects. In the 2001 National Curriculum tests, pupils achieved well above average levels in reading, average standards in writing and above average standards in mathematics. This group of pupils have a better overall ability than the present Year 2 and this was evident from their assessments when they entered the school at four years old. Those now in Year 2 are in line to achieve standards that are closer to average. Whilst this is lower than last year it represents sound progress from when they entered the school. In Years 1 and 2 there is a focus on teaching basic skills and this is improving the attainment of these pupils. Higher attaining pupils are under-represented at the school but often the work they are given is aimed at making more rapid progress. There are fewer higher attaining pupils in the school than is average nationally, they are now given challenging work and their needs are catered for well.

Pupils' current learning is good because there is now much closer monitoring and teaching is closely focused on raising standards. This has meant that achievement over the time pupils have been in the school has only been sound. Targets have been set in the past although these have not always been based upon secure assessments of performance. As a result they were not achieved. However, the procedures have been improved and the targets readjusted. They are now realistic and because there has been a rapid improvement in progress are likely to be exceeded.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes and are keen and eager to learn
Behaviour, in and out of classrooms	Good. In the majority of lessons, good behaviour is one of the reasons for the good pace to learning. There are a small number of pupils who will challenge the authority of the teacher but this is normally handled well so that there are no disruptions to learning.

Personal development and relationships	Very good. Pupils get on well together and with adults. They are polite and courteous. All staff encourage positive relationships amongst class members.
Attendance	Well below average. There is minimal unauthorised absence and procedures are in place to encourage better attendance. Despite this there are still a number of regular absences caused through term-time holidays. Any persistent lateness is followed up quickly.

The attitudes, values, relationships and personal development have a strong emphasis that permeates all the work of the school. This has had a high priority for a number of years.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Overall, the quality of teaching and learning throughout the school is good. Seven in ten lessons are good or better and there are few differences between the teaching in any subject. The only poor teaching seen during the inspection was taken by a teacher on a short term, temporary contract. The teaching of literacy has improved because teachers have been given more training to ensure that they are confident in the methods used within the National Literacy Strategy. Teaching is good in mathematics because teachers have been effectively trained in using the National Numeracy Strategy. The effectiveness of this over time can be seen in the improving results in tests at the end of Year 6.

The teaching in the reception class ranges from very good to sound and is good overall. The teacher and classroom assistants work effectively together to provide a consistency in approach. The detailed planning and preparation for lessons mean that learning is carefully structured and the links made between the various areas of learning ensure that new skills and knowledge are reinforced.

All teachers plan lessons well. They ensure that appropriate resources are ready and in the best teaching the quality of questioning and the expectation for good work is very high. When this happens pupils learn well and are highly motivated by what they are doing. They show a keen and eager interest when working through tasks. The majority of lessons move at a good pace and pupils feel challenged by their work. Finished products are presented well and pupils take pride in their achievements. Work set for children with special educational needs has, in the past, been too reliant on the expertise of individual teachers rather than comprehensive individual education plans. This has improved recently. Teachers now have clear guidelines about the small steps that these pupils should achieve and ways in which to measure the success.

Pupils gain new knowledge and skills through the teaching that they are given. In English, this includes a good level of reading skill. Pupils in Years 3 to 6 have a good basis, from their work in Years 1 and 2, to develop the knowledge and skills into better understanding. In science, for instance, this includes good methods for undertaking experiments and in mathematics by investigating ways of working with different numbers. Teachers use different methods to provide first-hand experience. These include field study work and research using artefacts and the Internet. Pupils have a range of targets they are set and this is giving them the opportunity to develop more independence and responsibility for their own learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The range of opportunities is broad and enhanced by visits and visitors. Subjects such as information and communication technology are well integrated within other work. Opportunities are given to ensure all levels of ability are able to progress in their learning.
Provision for pupils with special educational needs	Sound. Until recently this was not the case. There has been a complete overhaul of the systems and pupils are now more closely identified and their needs addressed. The provision for these pupils is improving. Teachers are now aware of what support they should receive and this is being reviewed on a regular basis.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are given opportunities to reflect on their own beliefs and their place within society. Assemblies provide a way of extending this understanding to those with other languages and traditions. The school places a high priority on ensuring that pupils are aware of their responsibilities and to know right from wrong. There are thoughtful discussions about cultural differences as well as more formal opportunities through art and music.
How well the school cares for its pupils	Good. Procedures have been put in place and are effective. There are now more efficient methods of assessing pupils' progress and these are used to

	improve the opportunities offered. Personal development has a high priority and a whole-school approach has been established.
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Recent improvements to the curriculum ensure that the learning opportunities are now good. Provision for special educational needs is now very well focused in improving the opportunities provided. Assemblies are of a good quality. They give pupils the opportunities to reflect on their own beliefs and those of others. They are well-integrated with the work that goes on in class lessons. Parents now support the work of the school. Links through partnership agreements and consistent leadership have helped forge a clear understanding about the aims of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Since her arrival the headteacher has made a very significant impact upon educational direction and this has already started to impact upon the progress made by pupils. She is ably supported by a strong senior management team who provide good role models. The roles of the co-ordinators have been considerably strengthened and they now have a good understanding of the strengths and weaknesses within their areas.
How well the governors fulfil their responsibilities	Good. The governing body provides valuable support and challenge to the headteacher. They question decisions and are keen to get a full picture of school improvement. The information they receive helps in providing a good overview about their management responsibilities.
The school's evaluation of its performance	Good. The effectiveness of evaluation can be seen in the way that the correct priorities have been quickly addressed and action taken to ensure further improvement.
The strategic use of resources	Good. The headteacher and governors evaluate their spending decisions closely. The principles of best value are applied so that they are able to find the most cost-effective ways of providing resources.

The school has a sufficient match of teachers to work within the National Curriculum. During the inspection a temporary teacher was present for part of the time. There is a good balance and range of expertise including a leading English teacher. A specialist support teacher helps with the provision for information and communication technology. The accommodation is good and the resources provided for learning are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and have to work hard • Their children are now making better progress through the good quality teaching • They are kept well informed through newsletters and reports and that the school works closely with them • The school is helping their children to become more mature • They feel comfortable to approach the school with any problems. 	<ul style="list-style-type: none"> • No significant improvements were mentioned other than that pupils with special educational needs had not had their needs addressed in the past. Parents felt this had improved recently

The inspection team agrees with the comments made by parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the last inspection, standards have fluctuated both at the end of Year 2 and Year 6. At that time, attainment was in line with national averages at the end of Year 2 in all subjects except mathematics and information and communication technology. By the end of Year 6 it was below average in English, mathematics and information and communication technology but in line with the national expectation in all other subjects.
2. Since then standards at the end of Year 2 have slowly risen. In the 2001 National Curriculum tests pupils achieved well above average standards in reading, average standards in writing and above average standards in mathematics. This is because more focus has been put on teaching the basic skills that are needed. Standards are now in line with that expected nationally in information and communication technology.
3. Standards at the end of Year 6 have been more variable since the last inspection and English has shown a deterioration against national averages. In the 2001 National Curriculum tests pupils achieved well below average levels in English, average standards in mathematics and above average standards in science. However, when compared to similar schools a more realistic picture emerges of the progress that pupils make. Standards are then below average in English, above average in mathematics and well above in science. Comparisons are difficult to make about pupils' progress over time because a significant number of pupils (approximately 15 per cent) entered the school during Years 3 to 6 with some form of special educational need. Proportionately the number of pupils achieving above the expected level was well below average in English, close to average in mathematics and well above average in science. The trend of improvement over the last four years has been above that of other schools. There are no significant differences, compared to that nationally, between the performance of boys and girls.
4. Children enter the school at four years old and assessments, carried out soon after the beginning of the school's year, show that their ability is average overall. The overall attainment of pupils entering the school has fluctuated both up and down over the past few years. A significant proportion of children, in this year's reception class, are below expectations in their language development and the knowledge of the world around them. By the end of the reception year children are likely to reach most of the expected levels in all the six areas of learning in the Foundation Stage Curriculum. They are not likely to achieve the goals set for certain aspects of the physical development aspect of the curriculum because of a lack of facilities. Progress is good in communication, language and literacy, mathematics and knowledge and understanding of the world. It is sound in personal, social and emotional development, creative development and the development of skills when using tools and implements. It is unsatisfactory in the developing physical activities such as balancing, swinging, climbing and in combining movements used to ride bicycles and scooters because of a lack of outdoor play equipment.
5. In English, pupils have made steady progress and this has rapidly improved recently. Since the arrival of the new headteacher there has been a significant improvement in the teaching of literacy. This is improving pupils' attainment and progress. In contrast, the provision for pupils with special educational needs has only very recently been improved. In the past, lower attaining pupils were not given enough support and their language needs were not sufficiently

addressed. As a consequence, the numbers of pupils able to reach the national average had deteriorated in Years 3 to 6. These issues are being rectified rapidly so that pupils in the present Year 6 are now achieving standards in reading, writing, speaking and listening that are close to the national average.

6. Younger pupils are confident speakers and listeners. Techniques used by teachers encourage key questioning that is clearly identified on the daily plans. Pupils read with increasing confidence and deal well with words that they do not know. The poorer support for lower attaining pupils in the past still affects the quality and pace of learning now. These pupils, and some in Years 3 and 4, do not use sounds of letters and groups of letters well enough to help them when they are reading. Various reading strategies and a wider range of books are being used to help improve this. Boys' interests are being addressed through books more closely geared to their interests. Pupils in Year 5 and 6 analyse, synthesise and interpret a wider range of texts and these skills are improving the quality of the writing produced. However, there is still not enough consistency in writing, especially with the older pupils, and this is the reason why there are below average numbers achieving the higher levels in tests. Almost a quarter of the teachers did not complete the literacy training but a very intensive programme of training has recently been put in place. Teachers' expectations have improved and lessons that have been monitored now show fewer shortcomings. The teaching in Year 6 is particularly well focused on heightening awareness in this area.
7. Standards have improved in mathematics since the last inspection. Training has been more systematic for the National Numeracy Strategy and this has had a major impact in improving pupils' progress in learning. A substantial improvement was made in 1998 especially in the number of pupils gaining the higher level at the end of Year 2. Pupils in Year 6 have been taught well and the success is evident when comparing the progress that individual pupils have made through Years 3 to 6. This is well above that which could be expected. Lower attaining pupils have received some support although this has usually been directed by the classteacher rather than through a focused programme. Pupils need more opportunities to undertake independent research through open-ended questions that will challenge their thinking and knowledge. This will help raise the standards, particularly of higher attaining pupils
8. In science, standards are close to average for pupils in Year 2. This is consistent across all aspects of the subject although in the 2001 teacher assessments the children did not do so well in investigation and experimentation or in study connected with physical processes. They were well above average in both biological and chemical sciences. Teaching and planning skills have been improved to give better learning opportunities to more pupils in the school. As a result, by the end of Year 6, a good proportion of pupils achieved higher standards than expected. Pupils are particularly skilled at carrying out investigations and use their knowledge to develop experiments and research information.
9. Standards in religious education are in line with those expected by the locally agreed syllabus at the end of both Year 2 and Year 6. Pupils make sound progress in their learning through a wide range of different activities which include religious education lessons, assemblies and discussion times. The very small number of pupils from an ethnic background are well-integrated into all work of the school. The whole-school approach to religious education and to the spiritual development of pupils has improved the ethos of the school.
10. Standards in information and communication technology have improved and are now in line with those expected nationally. This is because of the improved provision and the access to a specialist support teacher. As the provision and teaching has improved so has the rate of

progress. Pupils are more aware of how to use technology throughout other subjects because teachers develop specific skills and link them well to topics or themes being studied. Specific support is given to those who have difficulty or those who do not have access to machines at home.

11. By the end of Year 2 and Year 6 the attainment of pupils in all other subjects is in line with national expectations apart from geography at the end of Year 2 where there was too little evidence available during the inspection to make a reliable judgement about the standards. During Years 1 and 2 the progress that pupils make is at least sound. There are particular strengths, and progress is better, in some aspects of learning. In art and music, teachers are enthusiastic and generate pupils' interest. As a consequence, good artwork is on display and the quality of musical performance is high. In design and technology good use is made of food materials that gives younger pupils the opportunity for cooking. Older pupils have progressed their skills and can evaluate the outcomes of finished products. Pupils learn about the world through history and geography topics which are taught in blocked time. They know about the subtle differences between the subjects. In a discussion with an inspector they understood about different environments, the influence of time and how this affects their own local area. Not enough is planned into each subject to ensure that when it is not being studied, reference is made to the skills elements such as mapping and chronology. In physical education, although standards are in line with those expected nationally, pupils in Years 1 and 2 have good gymnastic skills and older pupils have good games skills.
12. The progress of pupils with special educational needs has improved and is now sound. Before the present systems were put in place, pupils' progress was more limited. At that time, it was reliant on good and effective classteaching rather than an overall strategy linked to individual education plans and strong co-ordination. When less experienced teachers were providing the work, progress was not satisfactory. However, these shortcomings have been remedied quickly with the appointment of a new co-ordinator. Pupils are now much more clearly identified; they are given appropriate work and supported well. The previous lack of strong leadership for special educational needs is one of the main reasons for the variable overall standards within the school over the recent past. Too much emphasis has been placed on the expertise of individual teachers and this has affected learning for a large number of pupils. Whilst the majority of teaching has, historically, been strong, parents rightly pointed out that, before September, the progress their children made was too dependent upon the ability of the teacher.
13. The required targets have been set for pupils' attainment, based on better information. Whilst they are realistic there is a degree of challenge within them.

Pupils' attitudes, values and personal development

14. Children in the reception class have positive attitudes to learning. They are obedient and co-operative and listen carefully to the teacher. They settle quickly into the class routines and accept the rules necessary for mixing with others. Many need a lot of encouragement to initiate conversations and they have to be encouraged to contribute to discussions through questioning by the staff. They are beginning to show independence in choosing activities and dressing themselves; their confidence is growing.
15. Pupils in the rest of the school are keen to come to school. Most pupils apply themselves well to their work and participate fully in lessons. They show interest in their work and are able to sustain concentration. Visitors are greeted with courtesy and pupils exhibit a welcoming

attitude. The school celebrates achievement, including those undertaken during holidays, and the pupils show enthusiasm to be involved in many other activities. Whether inside or outside the school building, pupils almost always behave in a sensible and polite manner and give evidence of good relationships with other pupils and adults. In the playground pupils of different ages mix well and this is encouraged by the adults. They have a range of equipment that they can play with and take turns well. They are trustworthy and show respect for property. Pupils show some interest in new ideas and demonstrate a good degree of tolerance towards the expression of differing views. Their personal development is good and they show some initiative and willingness to take on responsibilities. These include younger pupils being supervised by those in Years 5 and 6 and responsibility for collecting and organising resources for lessons.

16. The school expects, and generally maintains, good behaviour. School rules are clearly set out and displayed in each classroom. The positive behaviour and attitudes are reflected in the absence of any permanent exclusions over a number of years and a low number of temporary exclusions. The school promotes good behaviour and attendance through agreed policies which are implemented throughout the school.
17. Bullying is not a problem at the school and any incident would be dealt with expeditiously by the Senior Management Team. To ensure that any school related problems are dealt with as soon as possible, the headteacher always greets the parents outside, both before and after school. Parents appreciate this friendly approach.
18. Pupils respond positively to the system of rewards. Certificates to commend effort throughout the week are awarded to a number of pupils each Friday in assembly and the parents receive a letter from the headteacher about the child's success. Pupils respond well to a wide range of opportunities to take responsibility within the school community and older pupils are encouraged to help younger ones. This works particularly well in the infant playground where pupils in Years 3 to 6 assist on a regular basis.
19. Attendance, at 92 per cent, is well below average. There is minimal unauthorised absence. Every effort is made by the staff to ensure pupils attend regularly. Most pupils are punctual and there is a 'Late Book' for latecomers to sign in. Incidences are followed up quickly. Registers are completed efficiently and in accordance with statutory requirements. Despite this, there are a significant number of parents who take term-time holidays which affect the statistics.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. Overall the quality of teaching and learning through the school is good. This represents an improvement since the last inspection report. At that time there were some differences between the teaching in different parts of the school. It is now more uniformly of a higher standard because there has been a concerted effort to monitor teachers and to improve the skills of all. The better quality of teaching is the main reason why pupils' progress in learning is now better. Forty-eight lessons were seen during the inspection and the teaching ranged from excellent to very poor. Whilst this would appear to be very variable, the only poor and very poor lessons were being taken by a temporary teacher who left the school during the inspection week. Subsequent lessons seen in this class were very good. Overall, the quality of learning in this class is sound. Three quarters of the lessons seen (36 lessons) were good or better and there were no significant differences in the teaching of the infant or junior pupils. The teaching of literacy has improved this term with the expertise provided by the headteacher. She has been able to monitor lessons and give advice on how they could be improved. The teaching of

information and communication technology has improved since the last inspection as the school has been able to employ specialist teaching support that has built up the confidence of all teachers.

21. The teaching in the reception class ranges from very good to sound and is good overall. The teacher and classroom assistants work effectively together to provide a consistency in approach. The detailed planning and preparation for lessons mean that learning is carefully structured and the links made between the various areas of learning ensure that new skills and knowledge are reinforced so that children remember what they have been taught. Staff are particularly good at questioning children to extend their vocabulary and check their understanding. Teachers are not able to give enough opportunity for pupils to play with large toys because of the restrictions of the accommodation.
22. Teachers have good subject knowledge and in most subjects they are able to demonstrate a good understanding. This is characterised by the good quality of questioning in English lessons and the way that teachers challenge pupils by asking for further information. In a Year 1 English lesson, the teacher had a very secure understanding of language. To emphasise some spelling patterns she had produced 'flash cards' for pupils to recognise. She varied the way that the blends were used so that the pupils were able to learn within their own capability. Teachers' knowledge is only sound in information and communication technology. This is being addressed through an intensive training programme (New Opportunities Fund - NOF) funded by the national lottery. Teachers have developed a good understanding of the principles of the National Numeracy Strategy requirements and base their work around both these and the National Curriculum requirements. The effectiveness of these measures can be seen in the improving progress that pupils make, particularly in Year 6.
23. The subject knowledge and understanding is used well to ensure that pupils are taught basic skills of reading, writing and number. In addition, they are given a broad balance of other opportunities that ensures pupils acquire knowledge and understanding of the world around them and of their place within society. In a music lesson in Year 2, the pupils were learning about the texture of sound. They had to listen carefully and describe what they were hearing. The teacher encouraged the use of words such as quieter, bigger and emphasised specific vocabulary such as softer. To help them learn about instruments a discussion took place about how to handle the various percussion pieces. Again, vocabulary was extended through the use of words such as rhythm. The pupils responded with enthusiasm. They were attentive and alert and exercised self-control when using the instruments.
24. Planning for all subjects has improved since the last inspection when it was identified as a key issue for improvement. Schemes closely follow the National Curriculum and the new nationally recommended guidelines for schemes of work. These are in the process of being refined by individual teachers. Clear objectives are set for each lesson and these are shared with the class at the beginning and reflected upon towards the end. In this way, pupils are beginning to understand how much they have learnt. The process is at an early stage of development but in a discussion with Year 6 pupils they were very clear about areas of progress they had made, especially in English and mathematics. As planning has improved so has the balance of work in different years. There are now clear areas of progress such as in learning about different styles of art in different periods of history. Where the planning was not so good, as in a Year 5 history lesson, the objectives are less precise because they are too broad and do not relate closely enough to improving pupils learning over the period of one lesson.
25. Teachers have high expectations of what pupils should achieve. In the core subjects of English,

mathematics and science this is due to the planning which has been linked to an appropriate level of work for the ability of an individual. In a Year 6 science lesson the teacher challenged the class and inspired them to re-cap on what they already knew about micro-organisms and fungi. This was followed by very good observation and recording task. In this lesson, the high expectations meant that pupils showed good intellectual effort. They shared the experiences with one another and pupils of different abilities were able to add to the conversation. In other subjects pupils are challenged to think. In a Year 6 religious education lesson, the teacher used comparative texts to discuss the beliefs of Muslims and how this relates to current affairs.

26. Throughout the school pupils are managed well. Only where a temporary teacher was seen were there any significant problems. This was related to the quality of work being given and to the amount of challenge in the lesson. However, this demonstrated that whilst the school is extremely orderly there are a number of pupils who would seek to challenge the authority of the teacher if they were not taught well. Teachers manage their classes well. Pupils show good levels of concentration, work quietly and develop good relationships with the teacher. This all ensures that lessons move at a good pace and that learning is swift.
27. Appropriate resources are prepared ready for use before lessons start. Little time is wasted in moving between activities. This ensures that as much as possible is covered during each lesson. In a Year 4 history lesson, the teacher used a range of different accounts of life during a war. Good learning took place, which was shown through the answers that pupils gave which were linked to the information that they had extracted.
28. When support staff are present they work well with the groups under their charge. They are enthusiastic to learn how they can help more but this has not yet been fully exploited by the school. Pupils with special educational needs are given support through their individual education plans and now learn appropriately. This has not been the case until recently. The administrative systems were not well organised and opportunities had been missed to provide specialist support. The plans are now well-constructed documents that give appropriate small steps in learning. However, these have improved too recently to have yet had time to impact upon all the learning of these pupils. Assistants are now having intensive training to ensure that they are able to provide a higher level of support.
29. Teachers are conscientious about marking pupils work. In the best cases they give praise but also challenge pupils to think more about what they are learning. When this happens, pupils gain a better understanding of their own strengths but also about how to improve. The information from marking and other assessment are used to help plan new lessons or to readjust those which are part of a series. To aid this, homework is set regularly. There are expectations about completing it and parents are fully aware of what is expected by the school.

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

30. The previous inspection highlighted some key issues for development in the curriculum in the aspects of planning, provision for the range of abilities of all children and monitoring of the progress they make. These have been addressed well, in the main, but there are still some weaknesses in the identification and provision for children with special educational needs.
31. The reception class curriculum is good overall. It is based on the nationally recommended curriculum for the Foundation Stage and children experience all six areas of learning. However,

there are weaknesses in the provision for outdoor play where a lack of facilities and equipment prevent children from having access to the full range of the physical development curriculum. Only one of the statemented children in the class was seen during the inspection; provision was sound, despite three different support staff during the day, and every effort is made to include such children in all activities at levels appropriate to their capabilities.

32. Overall, the school provides a good curriculum. It is broad, balanced and rich and meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. Improvement since the last inspection is good in the planning of the curriculum to ensure coverage of the work children are required to do during their time in school and in the preparation and planning of lessons. There are clear objectives for what children are expected to learn, details of teaching methods and resources to be used and evaluations of the success of the activities. The extra support provided to meet children's needs is not yet targeted as effectively as it could be to help those with special educational needs.
33. The school's aims of 'Learning Together - Aiming High' focus on raising standards and providing challenges. The importance of including all children is acknowledged although not all aspects concerning children with special educational needs are in place yet. The National Literacy and Numeracy Hours have been successfully implemented as seen in the rising standards. Extra time is justifiably allocated to literacy, because many children start school with some difficulties in language skills. Staff have worked hard to ensure children have a wide range of experiences to help them make progress. A strength of this is the link made between subjects to reinforce the knowledge and skills learned in individual subjects; for example, a history lesson in Year 4 on the second world war, incorporated several aspects of literacy as well as addressing various elements of the history scheme of work. The school uses national guidance for teaching the National Curriculum but is adapting this if it is felt to be more relevant to the needs and interests of Brentry children. Government grants are used appropriately to enhance the curriculum, most noticeably in additional literacy support, and the school is due to become part of an Education Action Zone in order to raise achievement. A new computer suite is used effectively to raise standards in information and communication technology.
34. The procedures for special educational needs are now in place, although the impact of these is still being judged within the school. Pupils are now better identified and all have individual education plans to support their learning. There has been an extremely rapid improvement since the appointment of new co-ordinator. Despite this, statemented pupils who have been on the special educational needs register for some time have received their entitlement to support as outlined by the recommendations.
35. A good range of extra-curricular activities broadens the children's experiences and these are used to support the work in classrooms. They take the form of book weeks, music tuition, sports coaching and visits to places of interest both residential or for the day. After-school clubs provide a good range of interests such as football, design and technology, choir and recorder playing and information and communication technology. The good attendance at the clubs shows how much they are appreciated by children. Almost 70 per cent of parents, in their survey, said they were happy with extra-curricular provision.
36. Citizenship and personal, social and health education are given due importance and appear regularly in lesson plans. These aspects have been enriched by the visit of transport police to point out the dangers of playing near railways and a mobile classroom promoting healthy living. It begins in the reception class and is often incorporated into topics such as 'Ourselves' in Years 1 and 2 and 'Our Bodies' in Years 3 to 6. Drug awareness, sex education and puberty are

addressed in science and health education lessons with the help of the school's nurse. The residential visit of the Year 6 children to a camp in Devon helps to develop teamwork and sensitivity towards others.

37. The school enjoys good relationships with parents and the community and their involvement makes a significant contribution to the richness of the curriculum. Useful information is provided for parents in newsletters that explain what children are learning and workshops help parents to understand new initiatives in the National Curriculum. Homework is set regularly and links with work in classrooms such as reading and research. The vast majority of parents (88 per cent) indicated their satisfaction with homework provision in the survey carried out before the inspection. A home/school agreement is in place. The local community is used effectively and the school has close links with a garden centre, local agencies and businesses that contribute to fund-raising activities. Visits from local police, veterinary surgeons, sports coaches, writers, clergy and theatre groups help to stimulate children's learning.
38. There are good links with partner schools and pre-school institutions. The school works effectively with the playgroup and secondary school to which most children transfer to ensure that children move from one to the other as smoothly as possible and that all relevant information is passed on. There are, also, good links with initial teacher training institutions and during the inspection, two students were in school preparing for a teaching practice; they were well supported.
39. The curriculum is managed successfully by teachers who lead a particular subject. They are clear about their roles and serious about carrying out their responsibilities. The focus on identifying links between teaching and learning is raising standards. A variety of methods for organising the curriculum are being tried as action is taken as a result of recent reviews of provision. Teachers are becoming more effective at incorporating literacy and numeracy into other subjects such as science, history, geography and religious education in order to reinforce skills learned in the daily literacy and numeracy hours. Children were observed reading a range of texts, debating current affairs issues and analysing sources of evidence.
40. There are weaknesses in the provision for children with special educational needs. Provision is sound in the reception class but unsatisfactory in Years 1 to 6. Children have not always been identified early enough and the support provided for them has not been organised as efficiently and effectively as it could be. Teachers and classroom assistants were unclear about the time allocated for special educational needs support and, until recently, documentation has not been easily accessible. The special educational needs co-ordinator has worked hard to make sure that this aspect is better organised in terms of support for children and the record-keeping of children's progress. There are already signs of the impact of this in terms of more closely targeted work. Good provision is made for the faster learners by planning work in lessons that makes more demands of them in terms of output and independence.
41. Overall provision for spiritual, moral, social and cultural education is good. This aspect is a strength of the school and makes a significant contribution to its positive ethos.
42. There are many opportunities provided for periods of reflection to develop spirituality and the daily acts of collective worship make a valuable contribution as the atmosphere is reverent and respect is shown for the solemnity of the occasion. As part of the ethos in school, and in religious education lessons, children learn to respect the values and beliefs of others and explore their own responses to religion. This is demonstrated by displays in Year 6 on current world affairs where various points of views have been discussed and children show understanding of

complex issues concerning Christianity and Islam. History and geography lessons develop an understanding about different lifestyles and children are taught to appreciate beauty in literature, art and music. Provision for the development of spirituality begins in the reception class where children, for example, talk about the use of candles in worship and older children visit and discuss 'special places' such as a church, mosque and temple.

43. Stories and class discussions help children to understand the need for moral codes and provide them with a sense of right and wrong. There is an expectation of appropriate behaviour and the behaviour policy focuses on consideration for others. Moral education benefits from the study of topics such as the 'Woodland Project' where links are made to show interdependence within the environment and discussions on recent events in Afghanistan. Positive behaviour is encouraged through helping children to make their own 'Good Choices' when faced with dilemmas. 'Circle Time' sessions, where children discuss subjects such as listening carefully to the opinions of others and not making value judgements based solely on how people look and what they wear, help children to appreciate the complexities of attitudes and values.
44. The school emphasises personal development and many opportunities are provided for co-operative work and socialising. These include activities in classrooms where children work in pairs or groups and a residential visit to Devon. Citizenship is being promoted and children are encouraged to take responsibility for tasks around the school; older children act as monitors and organise equipment while the youngest children do simple tasks like taking attendance registers to the office. Children win team points for working hard, being helpful and good behaviour and there is keen competition. The school is a warm, caring community where all children and adults are clearly valued. Those who are less fortunate are not ignored and the school supports a number of charities such as Children in Need where they contributed to the record produced. They raise money for the Bristol Children's Hospice and distribute harvest produce to old people.
45. There is an appreciation of the need to promote multi-cultural education and every effort is made to use appropriate resources, visits and visitors, artwork, music, geography and religious education lessons to encourage respect and understanding for other cultures. There are examples of dictionaries in other languages, dressing in saris and a variety of art from around the world. There is a special link with a school in Uganda and educational materials and artefacts are exchanged. Children learn about their own culture through traditional stories and in history lessons which include studying the second world war and life in Britain since the 1950s. Visits to local places of interest such as a graveyard where a slave is buried provide opportunities to discuss Bristol's maritime past.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. Staff in the reception class take good care of children and are sensitive to their needs. A good example of this was seen during a cookery lesson where close attention was paid to strict hygiene rules. Assessments of what children can do and what they need to do next is good and record-keeping is detailed and useful.
47. Good provision for the support, guidance and welfare of pupils makes a strong contribution to the educational standards achieved, with a well-established system of pastoral care. The school cares for its pupils and pupils see it as a friendly, happy school. The school works hard to promote a secure and caring learning environment where all children are valued as individuals and where their needs are met. The pupils have good relationships with staff. Staff know the

pupils well and have a clear understanding of their sometimes complex emotional and social needs and resources. Classteachers provide good role models.

48. Every effort is made by the staff to ensure regular attendance and the issue is being addressed by the 'Cluster Group' of schools in conjunction with the Educational Action Zone. The relatively high level of authorised absence is due mainly to the number of parents taking holidays during term time. The educational welfare officer supports the school very well with any problems with attendance.
49. A member of the Senior Management Team undertakes the liaison required for Child Protection. This person is trained and well informed and extensive policy and guidance documentation exists for staff. All staff are aware of their responsibilities in this area. Any incident is managed in accordance with county child protection procedures.
50. The rapid improvement since the appointment of a new special educational needs co-ordinator has ensured that pupils are now better identified and all have individual education plans to support their learning. Despite this, statemented pupils who had been on the special needs register for some time had received their entitlement to support as outlined by the recommendations within their reports.
51. Assessment has been given a high priority since the last inspection. During this term, a full review of the procedures has been undertaken and all information has been collated together. This has provided the school with a good analysis of the strengths and weaknesses within groups of pupils and has been used to target effective support to those who needed a boost. It has also helped in addressing the needs of those pupils who were not progressing as well as they should. In addition, it has helped suggest reasons why performance has fluctuated over a number of years. Teachers are now much more aware of the place of day-to-day assessment and use the information to design appropriate work for pupils, particularly in literacy and numeracy. Although much has been achieved, the largest detail is within subjects where regular testing has taken place such as English, mathematics and science. In other subjects, work on assessment is at an early stage and systems are being trialled. A good example of this is with information and communication technology where the co-ordinator has developed a skills sheet that teachers are completing. It will be reviewed to find out how effective it is and whether it provides useful information.
52. The school has now developed a good overall strategy for collecting information. Each pupil's progress can be tracked easily and any weaknesses in performance easily identified. The school has analysed national tests by types of questions answered to discover if the teaching methods are appropriate. From this analysis it has already been established that in science more work needs to be done on investigation so that pupils will be able to use the knowledge they have in different situations.
53. There are effective arrangements to oversee health and safety including first aid and medical routines which are conducive to the well-being of pupils in all situations. Policies are correctly implemented by staff.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Parents are very happy with the partnership that has been established between them and the school. From the responses to the questionnaire and from the parents' meeting it is clear that

there are no significant concerns.

55. Reception class staff keep parents well informed of their children's work. Assessments, and the resulting targets for learning which are set, are shared with them and parents and carers are encouraged to help children at home through helpful guidance sheets and meetings with staff.
56. Effective induction procedures are well established and parents are kept fully informed about their children's progress and the life of the school through regular reports, meetings and letters. Parents appreciate the useful information about the school and its activities provided in the prospectus and in the regular monthly newsletters.
57. The links that have been established with parents and the community benefit pupils and make a positive contribution to pupils' progress and standards of attainment. Parents contribute appreciably to the work of the school by helping on a regular basis and the pupils benefit from this support. Parents also support their children's learning by listening to them read at home and helping with homework. All parents have the opportunity to meet the class teacher formally twice a year and a written target sheet is discussed. The monitoring the school carries out of pupils' personal development and academic performance is used to assist in target setting for individual pupils. Parents' responses to the questionnaires indicate that they feel they get good information about how their child is doing. In addition, they also indicate that they feel happy about approaching the school with any problems or concerns.
58. There is an active parents' association, Friends of Brentry School, (FOBS), which organises social and fund-raising activities which are well supported. The thriving after-school and lunchtime clubs include computing, recorders, choir and football. The pupils are very enthusiastic and the range of clubs provided in a small school is a credit to the commitment of the Staff.
59. Parents fully support all that takes place and feel that the school works closely with them to provide a wide range of opportunities. Throughout the year there are a series of special events, including the Spring Festival, Harvest Service and various concerts which are not only enjoyed by the parents but also by the local community. The residents in the neighbouring properties receive an annual newsletter to ensure that they are aware of activities at the school and in the grounds.
60. Induction procedures for pupils first attending school are well established and effective. Two detailed, user-friendly documents about starting school are particularly helpful to ensure a smooth transition. At the age of 11 most pupils transfer to Henbury Comprehensive School. There is liaison between the staff of both schools to exchange both academic and pastoral information and there are opportunities for pupils to visit the secondary school, not only for the induction days, but also for concerts and other events.
61. The residential visits organised for Year 6 pupils are particularly beneficial to the pupils' overall development and there are numerous visits organised for pupils during the year. The school's proximity to a large city provides scope for the pupils to visit places of interest, for example, the new science in Bristol, without too much travelling. There are several visitors to the school who help to broaden the pupils' knowledge and support the wider curriculum.
62. Many pupils show a growing awareness of the needs of others partly due to aspects of Citizenship covering Homelessness and Poverty. The school supports charities such as Children in Need, Red Nose Day and Wrong Trousers Day, the latter raising money for the new Bristol Children's Hospital.

63. The parents of pupils with special educational needs are invited to annual review meetings. They have the opportunity to discuss any concerns with teachers and specialist support assistants. Parents of other pupils with special educational needs raised concerns about the quality of provision and, until recently, this was justified. However, the special educational needs co-ordinator and senior management team have worked hard to ensure that the deficiencies in identification and provision are rectified. Administration systems are now well organised and help to provide suitable information for teachers and parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. This is a good school with systems in place to ensure that there is a potential to improve rapidly. The new headteacher took up her post at the beginning of the term and in the short time that she has been in school she has already established a very clear direction for the school illustrated by the new school aim and motto 'Learning together-Aiming High'. She has immediately brought a new rigour to the leadership and management of the school. There is now a greater sense of purpose, a greater sense of teamwork and a recognisable determination to improve standards. The school development plan is being constructed after consultation with all staff and governors. It is linked to a common purpose of improving the standards and provision of education. The corporate nature of the document has helped improve the morale of teachers and improve their professional development. All co-ordinators feel part of the decision-making process.
65. The governors are providing good support for the headteacher in her task. They are well informed about the school and are very aware of the strengths and weaknesses. Many of the governors are regular visitors to the school and often join the staff in their in-service training. They have responsibility for curriculum subjects and those interviewed had kept in close liaison. They fulfil all their statutory duties and are playing an important role in the strategic planning.
66. The headteacher has introduced a system of monitoring the teaching and learning, which goes beyond the requirements of the Performance Management Scheme and brings teacher development and training in line with the needs of the school.
67. At present, the school does not have a deputy headteacher but the headteacher is very well supported by a senior management team who are making a positive and valued contribution to the leadership and management of the school. There is a strong sense of common purpose and shared desire to improve, and the headteacher, whilst keeping a watchful eye, has shown a willingness to delegate responsibilities to her senior teachers. She has given the Key Stage 2 co-ordinator the responsibility of producing an electronic assessment and recording system that is effectively helping target groups of pupils. The headteacher has also given responsibility to the subject leaders and they all now have agreed job descriptions. They are much clearer about their roles and responsibilities in shaping the future development of their subjects and how to improve standards. The co-ordinator for the Foundation Stage is competent and knowledgeable. She has reviewed policies and planning and is capable of carrying out the action. This followed an audit of the provision for the youngest children.
68. The newly appointed special educational needs co-ordinator has worked very hard to improve the systems of administration. Prior to her appointment the school could not be sure of how effective the provision for this area was. In a short space of time all pupils have been provided with individual education plans and work is now underway to ensure that support assistants and teachers are fully briefed about their roles and responsibilities. At the time of the last inspection positive comments were made. In the interim, the role of the co-ordinator deteriorated but this has now been re-established and there is a clear improvement.
69. The school now has clear educational priorities and these are supported through careful financial management. Working closely with the governors the school has turned the budget from a deficit to a surplus and is now in a stronger position to go forward. The school development plan is well focused and clearly identifies the priorities for the school. Effective use is made of specific grants such as New Opportunities Funding (NOF) for training the staff in information and communication technology.

70. The school is making effective use of new technology. The recently acquired information and communication technology suite has enhanced the provision greatly. The school administration is very dependent on the Internet for its communication with all manner of agencies and uses the latest technology well.
71. There is a good match of teachers to the needs of the curriculum and the recent appointment of a teacher with a scientific background will fill the gap in expertise in this area. The numbers and deployment of support staff is less effective and needs managing more effectively than it is at present to ensure that appropriate support is given to those children who need it most. Learning resources are adequate at present and although the school has cleared a lot of old books out of the library there is still a recognised need to get rid of more and replace them with up to date and relevant material. Accommodation is extensive and generally well-maintained. Better use is being made of all areas but the school development plan recognises that there needs to be a major refurbishment when funds allow. The school is already involved in the initial training of teachers and has links with local colleges. The policy for the induction of new teachers is being reviewed but the present system appears to be working well.
72. The governors are very aware of the principles of best value and under the leadership of the new headteacher are comparing their own standards with other schools. They have started to consult widely on important matters such as the school aims and on purchasing new equipment.
73. The new headteacher has firmly established a good working ethic and there are now effective systems to improve standards. With the support of the senior management team and an able governing body, there are firm indications that there is a capacity to improve rapidly.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to improve the standards of pupils, the headteacher, staff and governors should:
- (1) Continue to improve the provision for pupils with special educational needs by:
 - Further developing the systems and procedures to ensure that all pupils causing concern are identified
 - Ensuring that teachers are kept fully informed about the small steps in learning that need to be planned and monitor the success
 - Review the effectiveness of the new procedures and assess the impact it is having
See particularly paragraphs 12, 33, 34, 40, 50, 63, 93, 110
 - (2) Improve the consistency of writing by:
 - Undertaking a thorough review of the written work in English and other subjects
 - Develop a whole school approach aimed at improving writing ability progressively through each year
 - Monitoring the effect any new procedures are having.
See particularly paragraphs 6, 90, 91, 94
 - (3) Improve the physical development of children in the Foundation Stage by:
Providing better opportunities to use outdoor play equipment throughout the day
See particularly paragraphs 4, 21, 82, 83

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

In addition to the key issues above, the governors may wish to include the following minor points in their action plan:

Improving attendance (*paragraph 19*)

The use of questioning in Year 2 (*paragraph 99*)

The use of calculation involving spreadsheets (*paragraph 102*)

The presentation of history work (*paragraph 127*)

Revising the Internet safety policy (*paragraph 137*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	15	18	9	0	2	1
Percentage	6	31	38	19	0	4	2

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s].

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	173
Number of full-time pupils known to be eligible for free school meals	n/a	34

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	4
Number of pupils on the school's special educational needs register	n/a	34

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	18
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	7.0

Unauthorised absence

	%
School data	0.5

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	12	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	10	11	11
	Girls	10	11	12
	Total	20	22	23
Percentage of pupils at NC level 2 or above	School	87 (76)	96 (84)	100 (80)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	11	11	10
	Girls	11	12	11
	Total	22	23	21
Percentage of pupils at NC level 2 or above	School	96 (80)	100 (80)	91 (88)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	17	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	4	6	9
	Girls	10	13	16
	Total	14	19	25
Percentage of pupils at NC Level 4 or above	School	54 (68)	73 (58)	96 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	4	6	6
	Girls	13	12	15
	Total	17	18	21
Percentage of pupils at NC Level 4 or above	School	65 (68)	69 (74)	81 (89)
	National	72 (70)	74 (72)	82 (79)

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	2
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	140
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	21
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	64

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	5	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
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	£
Total income	370275
Total expenditure	378743
Expenditure per pupil	2190
Balance brought forward from previous year	16068
Balance carried forward to next year	7600

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

173

Number of questionnaires returned

83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	1	0	2
My child is making good progress in school.	58	39	0	0	4
Behaviour in the school is good.	27	65	5	0	4
My child gets the right amount of work to do at home.	28	60	10	2	0
The teaching is good.	63	36	0	0	1
I am kept well informed about how my child is getting on.	45	47	5	4	0
I would feel comfortable about approaching the school with questions or a problem.	73	25	1	0	0
The school expects my child to work hard and achieve his or her best.	61	39	0	0	0
The school works closely with parents.	46	48	6	0	0
The school is well led and managed.	48	48	0	0	4
The school is helping my child become mature and responsible.	54	39	2	0	5
The school provides an interesting range of activities outside lessons.	19	51	25	0	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

75. Children enter the school at the age of four years and assessments, carried out soon after the beginning of the school's year, show that their ability is average overall but with a significant proportion of children who are below expectations in their language development and their knowledge of the world around them. The previous inspection found attainment to be consistent with expectations for the age-group and progress was sound. In this inspection, judging by the levels they have already reached, most children are likely to reach the expected levels in all the six areas of learning in the Foundation Stage Curriculum by the end of the reception year. They are not likely to achieve the goals set for certain aspects of the physical development aspect of the curriculum because of a lack of facilities. Progress is good in communication, language and literacy, mathematics and knowledge and understanding of the world. It is sound in personal, social and emotional development, creative development and the development of skills for using tools and implements in physical development. It is unsatisfactory in the development of physical attributes such as balancing, swinging, climbing and combining movements used to ride bicycles and scooters because of a lack of outdoor play equipment. Overall, the quality of provision has improved since the last inspection.

Personal, social and emotional development

76. Children had only been attending the reception class full-time for a couple of weeks at the time of the inspection but already they have settled quickly into the routines and they understand the rules. Many are rather passive and need encouraging to answer questions, make choices and show curiosity. To help them make decisions, children are encouraged to plan some activities, carry them out and then evaluate what they have done or learned; this is successfully increasing their self-esteem. They are beginning to decide which activities to take part in from a range dictated by the teacher, answer questions posed by staff on stories they have heard and join in counting. Their confidence is growing because of the sensitive way in which they are introduced to schoolwork. They show positive attitudes to learning as they are very obedient and co-operative. Children know when and how to listen and concentration is increasing. When playing with others, most play amicably alongside other children but some of the higher attainers are beginning to collaborate when acting out parts in a 'doctor's surgery' or when making models from construction toys. Children are already able to dress and undress themselves for physical education lessons in the hall and they are familiar with the hygiene practices associated with cooking because they have been carefully trained by the staff.
77. Teaching in this area is satisfactory. Good attempts are made to ensure that pupils mix harmoniously. These are developed through the types of activity given to the children and to the way that pupils are encouraged to talk about their own experiences. Sound progress is being made.

Communication, language and literacy

78. Children are learning to express themselves more coherently in proper sentences and they are extending their vocabulary through a variety of experiences provided by the good teaching. This is because staff keep up a continuous dialogue about what is going on and they help children to talk about what they are doing. Most children are learning the sounds of the alphabet and they already recognise their names. They know how to handle books and can explain what authors

and illustrators do. They can put the main events of a familiar story such as the Gingerbread Man into the correct sequence as shown by the drawings they have done. The majority know the names of common animals and everyday objects although some cannot identify animals such as seals and they cannot distinguish between a needle and a nail. They enjoy stories and rhymes and respond to them appropriately. They are learning to trace over teacher's printing and the faster learners attempt some letters on their own. They are making particularly good progress in this area of learning because teachers have a good understanding about the early learning goals. They are able to plan appropriate experiences that will help develop these skills.

Mathematical development

79. Children are learning to count to ten with faster learners going to twenty correctly. Sometimes children get the order wrong and need the help of staff to point out the correct sequence. They have been introduced to the written numbers including zero. They can compare the size of objects and are learning mathematical language such as bigger, smaller, heavier and lighter. The higher attainers are beginning to understand that size is not always related to weight as shown by a comment from a child that "soft things aren't heavy" when comparing a large amount of cotton wool with a grapefruit. They enjoy the practical work in mathematics as seen by their enthusiasm for measuring in cooking.
80. Teaching and progress are good. The planning is based around ensuring that children are challenged, particularly in their number work. Good links are made to other areas so that the children can associate the use of number in everyday situations.

Knowledge and understanding of the world

81. Teaching in this area is good. Teachers put a lot of effort into providing a wide range of experiences for this area of learning in order to stimulate curiosity and develop vocabulary. In science activities, children learn about what their bodies can do, how a baby grows and what foods they need to eat to stay healthy; they use their senses to describe changes to ingredients when cooking and are identifying likes and dislikes in tasting sessions. They are beginning to control a mouse to use a computer using a paint programme in information and communication technology lessons. They compare themselves with babies as they gain a sense of past times and they observe changes in the local environment through the cycle of seasons. They have drawn simple plans of their outdoor play area as part of their early geography skills. They make models with construction toys and enact the roles of people such as doctors and nurses in the role-play area. They join in acts of worship, sometimes in class and at other times with the rest of the school. Planning is linked well to the Early Learning Goals and is then developed through good interlinked activities. As a consequence, children make good progress compared with their knowledge on entry to school.

Physical development

82. Children are learning how to use tools and implements such as scissors, pencils and brushes safely. Control of a computer mouse is increasing although most still need more practice. They manage to glue, cut, paint and draw to produce satisfactory results. Progress overall is sound in physical development and children have opportunities to take part in dance sessions where they learn to change direction and share space safely with others. There are weaknesses in the progress children make in developing the skills they need for controlling wheeled toys such as bicycles, prams and scooters and for activities such as climbing, swinging, rocking, balancing and rolling. This is because there is no large outdoor play equipment and outdoor facilities are

limited. Only one lesson per week is possible using the gymnastic apparatus in the school's hall. There is a designated, fenced outdoor space adjacent to the reception class but it has very little hard-standing as it is mostly grass.

83. Teaching in this area is sound. Children are given a good range of activities linked to computers, art and design but there are difficulties in providing outdoor role-play. The teacher is aware of these shortcomings and tries to address them. There are plans to improve this and a grant has been applied for but the project is currently awaiting funds.

Creative development

84. Children use a range of media to paint, draw, glue and chalk. They have learned to mix the primary colours and use them to make firework pictures and splatter paintings. They have made Rangoli and Mendhi patterns from other cultures, created Diwali cards and decorated candles. They use playdough to cut out shapes and use a computer programme to help them fill in colours within designated lines with some success. They showed that they can bring their own ideas to artwork as they decorated the gingerbread people they made in cookery. They respond appropriately to music as seen in a dance lesson in the hall where they had to move softly, strongly and make slow, giant strides. Teaching and progress are sound. The activities link the work skills suggested in the Early Learning Goals and link these to themes over a week.
85. The teaching in the reception class ranges from very good to sound and is good overall. It has improved since the last inspection as new initiatives have been incorporated well. There is a good understanding of the Early Learning Goals and the impact these have on the work that goes on in the classroom. The teacher and classroom assistants work effectively together to provide a consistency in approach and the additional help of a student teacher means that there are occasions when all groups benefit from adult help. This contributes to the good progress being made in important areas of learning such as literacy and numeracy. The detailed planning and preparation for lessons mean that activities are carefully structured and the links made between the various areas of learning ensure that new skills and knowledge are reinforced so that children remember what they have been taught. A good example of this is the work based on the story of the Gingerbread Man where children followed up the telling of the story with the sequencing of events, the printing of simple sentences, artwork, cooking and a tasting session. Staff are particularly good at questioning children to extend their vocabulary and check their understanding. Class control is maintained in a calm, supportive atmosphere and resources are well organised. There are only two children identified with any form of special educational need in the class and one was absent during the inspection. The remaining child was very carefully integrated into all activities at a level appropriate to his needs through effective support from classroom assistants and work that matched his capabilities. He was included in all activities. Occasionally, the pace of learning slows in the class because of the passive nature of the children who often have to be stimulated by staff into responding to questions and experiences. The good teaching makes a positive contribution to the secure foundations laid for the start of the National Curriculum at the end of the reception year.
86. The co-ordinator for the Foundation Stage is competent and knowledgeable. She has reviewed policies and planning and is capable of carrying out the action needed following an audit of the provision for the youngest children. She is well aware of the weaknesses in provision for outdoor play and has made plans for improvement.

ENGLISH

87. Pupils' performance in the National Curriculum tests for seven-year-olds in 2001 was well above average in reading and average in writing. This was a particularly good group of children and the standards seen in the present Year 2 indicate that overall the standards are in line with national expectations which is similar to the findings of the previous report. Standards in reading are average but below average in writing. Standards of speaking and listening are also in line with national expectations.
88. The performance of the eleven year olds in the 2001 National Curriculum tests was well below average when compared to all schools and below average when compared to similar schools. Evidence from the inspection indicates that standards are generally in line with expectations and this represents an improvement since the previous inspection. The reasons for this difference are many. The last group of pupils to take the test had suffered a number of changes of teacher, many of whom had not been fully trained in the National Literacy Strategy. The recently appointed Headteacher is a leading teacher of literacy and she has initiated several major changes, including much more focused teaching and individual target setting. These are already improving the standards of work seen.
89. By the age of seven the children are showing confidence in talking and listening both to each other and to adults. They are beginning to express opinion about a range of subjects and are willing to express the reasons for their opinions. In reading, the majority of pupils read with reasonable accuracy and understanding and are able to talk about the text. The more able children know many words by sight and also use their knowledge of the sounds of letters and groups of letters in tackling new words. The lower ability children experience difficulties with new or unfamiliar words and do not possess the knowledge of sounds to be able to break words down, nor do they know enough words by sight to help them.
90. In writing, many children have not yet developed a consistent style of writing. Handwriting lessons are taught on a regular basis but the skills learned are not transferred to general writing. Very few children regularly use a joined hand in their regular writing and the presentation of work is often untidy. The marking of pupils work does not always help this situation. Although the teachers show how pupils can improve, there is a tendency in a few instances to give praise when the standard of work does not deserve it. This encourages lower rather than higher standards. Similarly, spellings and punctuation are taught on a regular basis but the words and skills that have been taught or learned are not always used correctly when writing. For instance, although pupils are taught the need for full stops and capital letters, they are not consistently using them in their written work.
91. By the time they leave the school pupils have become confident speakers expressing their opinions verbally and in writing and giving clear reasons for their opinions. They are prepared to discuss a range of topical issues such as corporal punishment or the war in Afghanistan. Pupils, in Year 6, are able to read a range of texts including novels, poetry and plays. They read with varying degrees of accuracy but all are able to read with understanding. The average and most able readers are able to express opinions about their favourite authors or stories and are able to give sound reasons for their opinions. They can predict the outcome of stories and relate something about the main characters or incidents in the story. Pupils use a range of styles in their writing including giving instructions or persuasive arguments and are developing a good understanding of when to use the different forms. In a Year 6 lesson, the pupils were learning about reporting using a balance of arguments for and against the existence of the Loch Ness Monster and many displayed a very good understanding of the methods used. Pupils are

encouraged to think about their vocabulary and to choose words, which are interesting and add to the effect of the writing. Their work is generally well punctuated and the majority write in a legible and joined style. Presentation of work is variable. Writing is not used sufficiently throughout all other subjects. In striving to ensure subject areas are covered, time is not given to allowing pupils time to record their ideas through extended pieces of work. This limits pupils' ability to understand how writing is used in everyday life and to develop and practise what they have learnt in their English lessons. All the pupils have developed good library skills. They know how to find a particular book using the catalogue system and are able to use the contents and index to find particular information in the book. The more able also understand how to use a glossary.

92. The quality of teaching in both the infants and the juniors is good overall and it is sometimes very good and excellent. The best lessons are planned according to the National Literacy Strategy and follow a three-part format, which include a plenary session, which is used for assessment or for the consolidation of teaching points. All lessons have a clear learning objective, which is shared with the pupils so that they have a clear understanding of what is expected. The learning is generally brisk and there is a good balance between the teacher explaining and pupils working on an activity themselves. In the best lessons, the teachers' subject knowledge was very good and this enabled the teacher to answer questions confidently and ensured that pupils made maximum gains in their knowledge. This was well illustrated in the Year 5 lesson on paragraphs. The teacher chose a very suitable subject on "crocodilians" which immediately captured the interest of the pupils and then proceeded to take the pupils step by step through organising their work into paragraphs. At every stage, she ensured that knowledge and understanding was secure before moving onto the next stage of learning. There was a similar situation in a Year 1 class, where a confident and knowledgeable teacher used every opportunity to reinforce learning by deliberately making mistakes in the use of capital letters and full stops when she wrote on the board. The pupils were quick to correct her mistakes and thus she was able to consolidate the learning in a subtle way. In all lessons seen, the teachers enjoyed very good relationships with the children and this enabled them to keep good control and to challenge individual pupils at an appropriate level. As a result of the good teaching, the pupils displayed very positive attitudes to their learning. Encouraged by their teachers, they were generally keen to answer and showed a good capacity for both physical and creative effort.
93. Pupils with special educational needs have had some specialist support. However until this term, not all have benefited from intensive help that would have been available through comprehensive individual education plans. As a consequence, opportunities have been missed to ensure that these pupils have been given small steps in learning reading and writing especially during Years 3 to 6. Results of tests this term show that this situation is being remedied. There is some improvement in reading ability in the juniors and assistants are now much better equipped to extend the work of the classteacher. They are able to use key questions to broaden learning and to check upon whether work has been understood. These pupils' progress is now much swifter.
94. The skills learned in literacy are used effectively in other subjects. However until recently, the emphasis placed upon writing has not been fully exploited in all subjects. There are now plans to ensure that more extended writing such as stories in history and geography and reports such as in science and geography will be given a higher profile. Until now there has been more emphasis in these subjects on building knowledge rather than extending understanding through the written word. Work using computers has substantially improved. Word-processing techniques are helping pupils draft and plan stories as well as making 'good copy'. Reading has been improved through the use of CD-Roms and research. Again, these are helping pupils

understand the relevance of literacy and language to our everyday lives.

95. The new headteacher has assumed responsibility for the subject throughout the school and is using her considerable experience and expertise to improve and change the teaching of literacy and to improve standards. The introduction of targets for pupils and a much more focused approach to the teaching of literacy is already paying dividends. The new headteacher has removed a considerable number of old books from the library but recognises the need to get rid of a lot more of the old books and replace them with newer and more relevant material.
96. The school can now look forward to the future with increased confidence. The procedures that have been put in place so far are already showing a noticeable improvement in progress. The strategies are now having an influence and greater impact on the whole school.

MATHEMATICS

97. Standards are at average levels by the end of both Year 2 and Year 6. There has been a good improvement since the last inspection. Standards have risen as teachers have become more confident about teaching the subject. The National Numeracy Strategy has improved both the learning of pupils and the planning of lessons. Work is now much more closely matched to each pupil's ability. Teaching overall is sound although during the inspection it ranged from excellent to poor. The apparent anomaly is explained because the poor teaching was seen in one lesson taken by a temporary teacher who left during the inspection period.
98. Results in 2001, for pupils at the end of Year 2, show levels that are above average when measured against all schools and against similar types of schools. Whilst results have fluctuated over the last four years they have shown a substantial improvement from well below average in 1998. The profile of results shows that no pupils achieved below the expected level and that the percentage number achieving the higher level was slightly above average. This was especially due to better understanding and teaching of number work and professional training to implement it. There were no differences between the performance of boys and girls.
99. Pupils in the present Year 2 are attaining at an average level. Standards in number work, shape, space and measure are average and there are now good links to information and communication technology. The good work undertaken during the reception year is consolidated well during Years 1 and 2. Half of the pupils in Year 2 already understand the use of place value when talking about hundreds, tens and units and are building good mental strategies to calculate their answers. This is a level that might be expected by the end of this academic year. Teachers use the short ten-minute mental arithmetic sessions well to consolidate this at the start of lessons by planning tasks that are linked to the work for that day. Independent work is more limited in this year group because the tasks are not sufficiently open-ended. This does not allow pupils to develop their understanding from the knowledge they already have. Pupils in Year 1 are in line to achieve similar results by the end of Year 2. The majority can recognise simple relationships and can count, add and subtract using two digits.
100. Results of pupils in Year 6 were at average levels in 2001 National Curriculum tests. However, this is not the whole picture. The pupils' progress in this year was well above that expected when compared to the results they obtained at the end of Year 2. In addition, when the results are compared to schools of a similar type they were above average. The reason for this is the good and sometimes excellent teaching that they have received over a period of time. Evidence for this comes from the scrutiny of work. It is also partly linked to good quality marking and

planning that endeavours to challenge pupils. There is little difference between the performance of boys and girls. This is an area that is reviewed regularly by the co-ordinator to ensure that relevant opportunities are given.

101. Pupils with special educational needs now have adequate support although the special educational needs co-ordinator is in the process of improving this provision. This includes more ways of identifying problems at an early stage through a detailed analysis of results and by discussion with class teachers. Pupils make suitable progress in their learning based on their own individual need.
102. The use of information and communication technology to enhance learning in mathematics has improved considerably since the last inspection. By Year 6, pupils have had access to programming moving toys and to using spreadsheets. They understand the principles involved and are aware, but do not understand that it is possible to make calculations using a formula.
103. The quality of teaching and learning has improved since the last inspection particularly in aspects of planning, management of behaviour and the appropriateness of the work. When teaching is excellent it is characterised by high levels of challenge, good relationships and an understanding of how pupils learn. In the Year 6 lesson about angles, the teacher realised from the pupils' answers that he would need to reinforce the explanations. He used a practical exercise to demonstrate the point he was making and then asked the pupils to work out their own answers. By setting different types of work he was able to ensure that all pupils were able to make good gains in their understanding. By contrast, in the one poor lesson seen in Year 5, the teacher did not have good control of the class and set work that was too easy. There was not enough to interest or motivate the wide range of ability and pupils became bored and disruptive.
104. All teachers plan work linked to the National Curriculum requirements and in accordance with guidance from the National Numeracy Strategy. One temporary teacher had not received sufficient training and the lesson reflected a lack of understanding about the methods and organisation that are needed. More generally, the good methods used are the main reason for the improvement in the learning of pupils. Work builds progressively each year and the coverage of each strand of the curriculum is assured. Pupils understand how this is relevant because all teachers give objectives at the start of each lesson and regularly refer to these or make comment in the marking that follows. A good example was seen in the Year 3 lesson about fractions. Here, by incisive questioning, the teacher made sure that the concept was understood by all pupils prior to any written work being started.
105. When teaching is good as in Years 1 and 3 there is a fast pace of learning which is encouraged by the teacher. The mental session makes sure that all pupils are involved and the majority of them become excited, interested and involved. This provides a good start to the lesson. The main body of the lesson is often a complimentary exercise that enables pupils to understand the relevance of what they are doing. Teachers work with small groups and are able to move their learning on well. Whilst these lessons are challenging they do not make the same high level of demand that was seen in the excellent lesson.
106. In discussion with pupils they talk about their interest in the subject, about the wide range of work that they cover and some say that this is their favourite subject of the day. This has been engendered through a whole-school approach to teaching and learning and by the rigorous monitoring that has taken place over the last year by the co-ordinator and headteacher. These provide strong points for action and the effectiveness is demonstrated by the improving profile of performance. When teaching is not so strong the reasons are quickly addressed and suitable support given.

107. The co-ordinator is experienced, effective and provides a good role model for other colleagues. He has extensive evidence to support his understanding of the strengths and weaknesses within the subject and is systematically dealing with these through a planned programme. This is linked well to the school improvement plan. Resources are sufficient to ensure that all areas can be covered adequately and these are enhanced each year after an analysis of need.

SCIENCE

108. Standards in science at the age of seven are in line with the national average in all areas of the National Curriculum (scientific enquiry, life processes and living things, materials and their properties and physical processes). This is similar to the levels reported at the last inspection. By the age of eleven, standards are above the national average with approximately 10 per cent of children reaching well above average levels. This is a significant improvement since the last report. These reflect the results of the most recent National Curriculum tests that have risen sharply over the last two years. The good start made in the reception class is building a solid foundation for work in later years.
109. By the time they leave the school children are particularly skilled in carrying out investigative work and drawing conclusions from scientific experiments. They also use information and communication technology successfully to support their learning. The performance by girls in tests is consistently higher than that of boys. The school has identified the better reading skills and more conscientious attitude of girls to homework as possible reasons for this and is currently addressing these issues. Where the teaching is good, children with special educational needs make satisfactory progress. However, in some lessons, they are not given enough support to enable them to meet learning aims. This is reflected in the poor quality of their recorded work in science.
110. By the end of Year 2, children have a sound understanding in most areas of the curriculum. They know how plants, animals and humans change as they grow and understand the conditions needed for these to flourish. They use the way creatures move about to put them into categories such as animals, insects and molluscs, find the best materials to make, for example, windows for a doll's house and an umbrella for a Teddy Bear and they investigate which plants produce the most seeds. Most are able to cut, paste and print information from computer programs, for instance about the life styles and habitats of Owls. The recording of work in science is often not very carefully done and the paucity and poor quality of some of it by children with special educational needs suggest they are not being adequately supported.
111. By the end of Year 6 most children show skill, knowledge and understanding at or above the level typical for this age. For example they use classification keys confidently, understand how animals adapt to their environment and the interdependence of plants and animals on each other in facilitating pollination and providing food. They know how to categorise the properties of materials and classify their uses, for example, by defining conductivity and identifying which ones are suitable as insulators. They have a good knowledge of physical phenomena such as that which determines the length of a day or a year. Skills in scientific enquiry are especially good. Most children can find the answers to scientific questions such as how the body fights against harmful micro-organisms and plants use their leaves to extract elements from the air to help in their growth. Children use computer resources very effectively, for instance when researching about Edward Jenner the pioneer of the use of vaccines. In most classes the recording of work in science is accurate and systematic but some by less able children,

particularly in Year 5, is of poor quality.

112. The quality of teaching and learning is good. Teachers have a secure knowledge and understanding of the subject and plan interesting lessons with clear learning aims. This was shown in the Year 4 lesson about electricity when skills of scientific enquiry were developed as children consolidated their learning about fair testing, predicting outcomes and recording using diagrams, tables and charts. Children's learning is promoted successfully through the good teaching of basic skills, particularly speaking and listening. These opportunities give children a chance to direct their own learning. This was particularly good in the Year 3 lesson learning about the different eating habits of animals. Three experts on the life styles of cats, dogs and hamsters were selected to answer questions posed by the other members of the class. The teacher used very effective teaching methods in directing this activity towards recapitulating important vocabulary such as predator, carnivore, herbivore, omnivore, habitat and food chain. Lesson content is matched well to children's age and ability and regularly inspires them to use intellectual effort in their work. For instance in the Year 1 lesson in understanding why materials are chosen for certain purposes, one child remembered the word transparent when asked for a word to describe glass and others discuss waterproofing when considering suitable roofing materials. Information and communication technology is well used, for example, in a lesson with older infant children. The teacher showed a computer video to define different ways in which animals move about. This enabled children to use words such as slither, crawl, slide, jump and run to classify animals into groups and access text and graphics from the computer programme to illustrate their findings. The very good quality of the teaching in Year 6 results in high levels of attainment. There are high expectations of all the children, they are very clear about what they are learning and work hard towards the targets that are set for them. The teacher insists upon careful observations and systematic recording as they examine micro-organisms on specimens of food. The teaching inspires enthusiasm for the subject and words such as fungus, bacteria, viruses and understanding of the harmful and beneficial nature of these, promotes very good levels of understanding. Homework is used to consolidate and extend learning and assessment provides a clear starting point for future work.
113. The leadership of the subject has improved since the last inspection. A nationally recommended scheme of work has been adapted to meet the school's needs. This enables teachers to plan the lesson aim more precisely and ensures that new learning is built securely on what children already know. Resources have improved and are more accessible to teachers, and, where appropriate, children. Information and communication technology is used widely to support research work and methods of recording. Revised assessment procedures are currently being determined.

ART AND DESIGN

114. It was not possible to see any art lessons in the infant classes but evidence from the work around the school and in the classrooms indicate that standards are in line with those expected nationally. The children study the styles of other famous artists and create their own work in their style. A particularly good example was seen in the Year 2 class where the children looked at the painting of irises by Van Gogh and then created their own paintings focusing on a small part of the original print. The children experience a range of media including paints, pastels and materials. They develop their observational drawing skills using the local environment and the natural world. They plan and evaluate their work.
115. By the time they leave the school at eleven standards are in line with national expectations.

Pupils have developed a very effective use of sketch- books for experimenting, exploring and planning their work. They experiment with line and colours in their sketch- books before they embark upon their finished work. In a Year 3 class, pupils looked very carefully at a Picasso print of three figures paying particular notice of the relationships of the three figures and the colours used to create mood. The pupils then proceeded to design their own pictures and many successfully created their own pictures clearly showing thought for the relationships between their figures and for the colours they chose. In a Year 6 class pupils had studied eyes in different pictures and again successfully drew their own to show how eyes can depict different emotions.

116. It was only possible to see two lessons of art and in these the teaching was good in one and very good in the other. In both lessons, the teachers' enthusiasm for the subject was the driving force for the lesson and enabled the pupils to share the joy of creating their own work. In the Year 3 lesson, the teacher's subject knowledge was very good and this enabled her deal with questions from pupils very confidently and to give the pupils as much information as they needed to be successful in their attempts. As a result of the positive attitude of the teachers the pupils themselves were keen and showed very good concentration and creative effort. On display is some completed work using computers. This further enhances the opportunities offered and gives pupils the chance to use an electronic form of media.
117. Art makes a good contribution to pupils' spiritual development. They are encouraged to express their feelings about paintings and to express their mood and emotions in their own work. The subject leader for art is promoting the subject well and is piloting a new assessment strategy for art, which will involve the pupils in their own assessments.

DESIGN AND TECHNOLOGY

118. Standards at the age of 7 and 11 are at a similar, average level to those reported at the last inspection. Little teaching was seen during the inspection but talks with children, analysis of previous projects and discussion with the subject co-ordinator show that children make satisfactory progress.
119. By the end of Year 2, children use simple plans in response to ideas such as developing a large-scale mural. They observe familiar objects, for example playground equipment, and work co-operatively in groups to produce sections for the finished product. Tools and materials are used appropriately to translate their designs into models. They suggest ways in which these might be improved, for instance with clearer colours, more careful finishing and different size figures. In this and other work, such as food technology sandwich making, they demonstrate a sound understanding of the processes involved in a design project. Older children examine and evaluate Indian Bells, drums and xylophones before planning how to make a musical instrument from basic materials. The finished articles show satisfactory techniques in measuring, cutting and joining and meeting design criteria. A number of models with mobility elements have been produced by the design and technology club. These have been carefully assembled and are well linked to science through their different forms of propulsion.
120. When analysing the evidence from work produced and from discussions with pupils, teaching overall is good as is the progress in learning. However, in the small number of lessons seen the quality of teaching and learning was very good. This was because the teachers had a very good understanding of the specific skills that needed to be learnt and this is not always evident in other years. The Year 2 lesson about different types of puppets was extremely well supported

by a wide range of puppet models. Children were given opportunities to examine these and, through the skilled questioning and discussion, learnt about the different techniques in making, the suitability of materials and the various ways used to make them work. The interesting lesson content, the quality of the planning and the emphasis on children finding out through experience, promoted very good learning. The design and technology challenge in the lesson with Year 6 was of excellent quality. It required the children to generate, develop and communicate ideas in response to building a freestanding tower, as tall as possible, from basic material such as straw and card to support an Oxo cube. The lesson was rich in opportunities for children to apply design and making skills, to reflect on their progress and work towards a time target to meet the design criteria. The collaboration within each group was of high order and the teaching skill, especially in making sure that everyone in each group contributed to the finished product, promoted excellent learning opportunities.

121. Co-ordination of the subject has improved significantly since the last inspection. A nationally recommended scheme of work has been successfully adopted to secure coverage of the requirements of the National Curriculum. This identifies what children of different ages need to learn and makes sure that this is built on what they already know. Resources have improved and the subject is enhanced by extra curricular activities. Some use is made of computers in designing and planning models. This is at an early stage of development. Particular areas of recent success are in the design of murals in connection with the school's fortieth birthday celebration and for display at Bretnry hospital. Assessment based upon the new scheme of work is currently being developed.

GEOGRAPHY

122. It was not possible to see any lessons of geography because of the organisation of the curriculum and timetable and therefore no judgements have been made on teaching, learning or attitudes. In the infant classes there was insufficient work to make a judgement on standards.
123. In the junior classes the evidence from pupils' books and from work around the school indicates that standards are in line with expectations.
124. Pupils are able to compare contrasting locations such as cities and villages and are able to locate the major British cities on a map. They understand where to find water and how it is used in the home, in leisure activities and in the world of industry and commerce. They know the differences between the deserts and the equatorial rainforests and the effects climate has on these different areas. They know the major mountain ranges of Great Britain of the world and understand how mountains were formed.
125. The co-ordinator has made a start at analysing the strengths and weaknesses within the subject. This has included listing resources and ensuring that planning covers the requires elements. This is also being used to ensure that links are made within other subjects such as literacy. More is still needed to ensure that older pupils are undertaking extended pieces of writing. This will enable literacy and language skills to improve.

HISTORY

126. The previous inspection judged standards in history to be at the nationally expected levels for both seven year olds and eleven year olds and progress was satisfactory. Evidence from this

inspection shows that standards have been maintained but the eleven year olds have improved their ability to analyse sources of historical evidence and this aspect is a strength.

127. At the age of seven, most children can identify similarities and differences between the past and the present as they study topics such as Ancient Egypt and Houses. Progress is sound. They can talk about the lives of famous people such as Florence Nightingale and they are beginning to show empathy with people in the past especially when the topic is close to their own experience such as living in a house. They are learning the vocabulary associated with the subject and demonstrate their knowledge of time-lines. There is a weakness in the presentation of their work; writing is joined but it is not always legible because of uneven spacing and careless letter formation. Progress is sound overall.
128. At the age of eleven, children have improved their understanding of the impact of events in the past on the present through their studies of the Second World War, Britain since the 1950s and the Victorians. Progress is sound overall. They can create time-lines putting events in correct chronological order. They appreciate that accounts of what happened in the past can be firsthand from eyewitnesses or second-hand and recorded later but that both sources of evidence can be biased according to the point of view of the participants. Children are good at 'reading between the lines' in their analysis of accounts and they are aware, for example, that not all evacuees had unhappy experiences. They make good progress in their development of historical enquiry skills as they ask themselves questions such as "What do I want to know?" and "How can I find out?" They use their literacy skills to write accounts from another's point of view as they imagine life in the past and to carry out research in the school's library or via the Internet. Computers are being used to produce finished reports and documents. This includes using specific skills such as appropriate typefaces and graphics to enhance the work. Presentation is much better in the juniors.
129. The quality of teaching observed ranged from very good to poor but is sound overall. Lessons are planned in detail and resources are carefully organised. Most teachers are clear about what children need to learn and can structure lessons so that children make appropriate progress. In the best lesson seen (in Year 4), a brisk pace was maintained and the teacher kept children interested through a variety of activities, interesting World War Two resources and high expectations. The lesson included many aspects of the history curriculum and established effective links with literacy as children listened to recordings of evacuees, wrote a letter home pretending to be an evacuee and discussed issues around the topic such as the usefulness of historical evidence. In the poor lesson (in Year 5), children were comparing maps of a locality to identify differences. The work was too easy for the children and they became bored. This resulted in noisy, disruptive behaviour, which prevented the few children who wanted to work from doing so, and insufficient progress was made because of the slow pace - hardly any children finished their worksheet. Teachers enrich the curriculum by organising educational visits to places of interest such as an Egyptian exhibition at a local museum, local churches and graveyards and an interactive centre. The marking of children's work is helpful and guides them towards improvement. Children are encouraged to search for evidence, ask questions and challenge opinions and this makes a positive impact on their skills of analysis.
130. The capable co-ordinator destined to take over the leadership of the subject is new to the school and intends to carry out an audit of provision with a view to improving standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. Standards in information and communication technology are in line with the national expectation at the end of both Year 2 and Year 6. The subjects has moved forward well since the time of the last inspection. At that time, standards were below the national expectation and work was not linked well in other subjects. These issues have now been addressed. A new computer suite has been installed and all classes have good access to this in line with the nationally recommended minimum of time. There is a full range of software and hardware available. A very good part-time specialist teacher and technician provide staff with very good support. Many of the tasks set by teachers are linked to work in English, mathematics and topic work. These opportunities are much improved in Years 3 to 6 although more still needs to be done to give older pupils the opportunities to make decisions about what information they should gather.
132. Children in the reception class are given good opportunities to learn the basic skills of computers and so by the end of Year 2, pupils are able to use the machines independently. They can switch them on, open programmes as well as save and print their work. Much of the work they do is under the close direction of the teacher. Lesson time is taken to ensure that pupils begin to understand why they are using a particular program and to then work independently on it. In the Year 2 class, the pupils were working on grouping and classifying animals as part of a science theme. The pupils were able to sort the categories and then combine text and graphics together to show their results. Most of this work was at a level that might be expected. However, pupils were asking for a lot of help when manipulating the information on screen and this would have been at a level above that expected.
133. By the end of Year 6, pupils have good ideas about the relevance of computers to their work. In a discussion, they could talk knowledgeably about the reasons for using particular software and about the wide range of different activities they had undertaken. This included explaining about using the Internet to research work in history and geography. Pupils have had good access to all the strands of the subject curriculum at some point during Years 3 to 6. From the scrutiny of work that has been undertaken all pupils have made suitable progress in their learning. There are good examples of word processing to extend understanding when writing stories. Some of these have been used to extend specific information and communication technology skills such as those for drafting and planning. On display are good records of pictures collected from the computer and relevant text to explain the differences and similarities of places of worship. This is at a level that might be expected for their age. It was not above this level because they had not combined all this information to draw conclusions. Pupils have used spreadsheets to build up results from their tallies. Again this is not above the level expected of their age because they do not have a good understanding about how to develop formulae for mathematical calculation.
134. Teaching and learning was at least satisfactory in all the lessons seen. Teachers have sufficient subject knowledge to teach the range of skills. A part-time 'curriculum support teacher' gives valuable assistance by running a 'teacher surgery' each week to allow those staff who are less confident to use her expertise. The success of this resource can be seen in the way that teachers have confidence when talking and demonstrating programs. As a consequence, pupils pick up the information they are given and are able to work at a satisfactory pace. Curriculum expertise has improved and consequently the teachers have suitable expectations about what can be achieved by pupils at any given age. This ensures that pupils are constantly challenged by the tasks that they are given. This is being further enhanced by a national lottery funded training programme (NOF). At the time of the inspection all staff had achieved the basic competency level and are now being assessed at an intermediate level.
135. Teachers use the resources well and in all lessons the quality of organisation was good despite the computer room being rather cramped. There is a good balance between whole-class

teaching for short periods and the opportunities to develop this through well-conceived, follow-up tasks. At all times teachers think carefully about how to link work to other subjects. In a reception class lesson the teacher had prepared grids to simulate the work of the artist Mondrian. Pupils were learning how to use the 'fill' command to colour these in. Those who were able to complete this were then asked to learn how to draw straight lines. All levels of ability were consistently challenged. As a result, learning had moved on so that pupils could explain their newly acquired skills.

136. The school has recently begun the trial of a new form of assessment. This is linked to a skills list and is completed by talking and discussing with the pupils what they have learnt. This is enabling teachers to define what pupils will learn next and how to plan for this accordingly. Work is linked well to the new national guidelines and is to be reviewed after this year to ascertain what needs to be changed in order that it is fully appropriate for the needs of pupils. Special attention is also being given to the work of those pupils with special educational needs. At present they are supported by undertaking different work or by some support from assistants. The school is looking at ways that this provision could be improved.
137. The recently appointed co-ordinator is knowledgeable and has a good understanding of the strengths and weaknesses within the school's provision. He has already undertaken an audit and is leading the drive to improve standards through better training and resources. He is greatly assisted by the support teacher and by a part-time technician. The small computer suite has 15 computers. Whilst it is possible for a class to work it is very cramped and the pupils find it hard to use the mouse and keyboard. This suite is about to be renovated to make it bigger. The school has sufficient hardware and software to ensure that all areas of the curriculum can be covered. The money from the National Grid for Learning has been used wisely. There is a policy in place concerning Internet safety and use but it is in need of updating and revising.

MUSIC

138. The previous inspection judged standards in music at both ages seven and eleven to be at the national expectations for the age-groups and progress was satisfactory. This inspection's evidence shows that standards have been maintained and progress is sound but in the juniors, progress is good in singing. This is an improvement on the last inspection.
139. At the age of seven, children respond appropriately to signals from the teacher when singing and they can control their voices to make them louder or quieter. They can maintain a rhythm as part of a group or class. They use their bodies and untuned instruments to make sounds in various ways and know which percussion instruments are shaken, struck or scraped. They play instruments sensitively with good self-control and are learning to vary the timbre. They are beginning the early stages of composing as they play instruments in different ways and evaluate the sounds made.
140. At the age of eleven, children can use notation to compose a melody varying the pitch and texture. They know the names of a wide range of instruments and how they are played. They can evaluate their own performance and that of others in a critical yet supportive way by first stating what is good and then explaining what could be improved. They use the correct vocabulary. They are confident at performing in front of the class or whole school. Singing is a strength. It is sweet and tuneful and all children join in using suitable expression to convey mood. It adds greatly to the reverent atmosphere in the school's assemblies. Information and communication technology is used for composing in Year 3 but as software is limited at present

the school intends to improve its resources in this area.

141. The quality of teaching is good overall and this has improved since the last inspection. There are no significant weaknesses in the teaching of music. Lessons are prepared well with careful attention paid to what children need to learn and the organisation of resources. Progress is sound because of the structure of the work which helps children to accumulate knowledge and understanding as they move from one year to the next and therefore add to what they already can do. A good example of this was seen between Years 2 and 3 where the older children could identify and maintain the beat of more complicated rhythms. Expectations are high and teachers expect children to concentrate, listen carefully and evaluate their efforts in order to reach higher standards. Extra-curricular activities such as recorder clubs and a choir reinforce the work in classes. Teachers give children the opportunity to listen to musicians who visit school, take part in school concerts and join with other schools in the city in public performances in the concert hall and cathedral. Effective use is made of the expertise in school and the Year 6 class has music lessons from the subject leader.
142. The co-ordinator is enthusiastic and keen to raise the profile of music in school. She actively promotes the subject and is clear about standards. The subject makes a valuable contribution to the spiritual, moral, social and cultural development of children. This includes visiting musicians as part of a world music theme, the playing and singing of music in assemblies and at religious festivals and opportunities to make music as part of a group in the choir or as a recorder player. Children also have access to peripatetic music lessons in school and were observed learning the violin.

PHYSICAL EDUCATION

143. By the age of seven and eleven, most children reach standards which are typical for their age. The picture is much the same as at the last inspection although a significant minority of younger children are above average in gymnastics and older ones in games skills. Overall, improvement since the last inspection has been satisfactory. There is no difference in standards between boys and girls. Children with special educational needs make satisfactory progress. The inappropriate behaviour in lessons reported at the last inspection has been eradicated. The effect of this has been an improvement in the quality of learning, which is now good.
144. Children in Year 1 work enthusiastically in dance. They listened carefully to a taped story about Jack and the Beanstalk and showed sound levels of performance when interpreting characters and incidents in the story. They had appropriate levels of mobility and agility and most were able to move in time with the music. By the end of the lesson they had developed their creative thinking when learning that words and sounds can be represented by movement. Year 2 children showed suitable levels of stamina during the warm up period for a gymnastics lesson. They understand the effects and value of exercise and are aware of how it stimulates the rate of heartbeat. They showed sound skills in floor and apparatus activities involving various ways of travelling. They learned how to combine and perform a series of movements. A number of children show above average levels in the way they move fluently, and begin and end a sequence with good body posture.
145. In gymnastics, older children perform a range of movements with sound precision and control. They understand the importance of taking off and landing correctly when executing a series of quick gymnastic movements. Many show initiative when given the opportunity to devise different ways of moving around using both hands and feet.

146. A significant number of the older children attain at above average levels in games skills, for instance dribbling and passing a football. They are knowledgeable about games strategies such as attack and defence and quickly learn about the best tactics to employ in these situations. Almost all children to are able to swim a minimum of 25 metres by the time they leave the school and most have participated in outdoor pursuits during the annual residential week at Exmouth.
147. The overall quality of teaching and learning is good. Resources are used well and the management and motivation of children is good. The very good gymnastics lesson with younger children was illustrative of these strengths. The successful lesson provided a range of opportunities for children to learn how to perform on the floor, balance and climb. Very good use was made of children's performance to inspire improvement in others. There was evidence of very good knowledge and understanding of the subject in the games lesson with older children. The application of skills and learning how to compete in small teams were particularly good features. High expectations were apparent in the dance lesson with the youngest children. The good quality of the teaching ensured they were on task during the whole of the lesson and that learning was successfully promoted by making sure that the dance activities were well matched to age and ability.
148. The leadership in the subject has improved significantly since the last inspection. Curriculum planning is now good and lessons are efficiently planned to support children's progress. Resources have improved, particularly in respect of climbing apparatus for gymnastics. There is a good range of extra curricular clubs which enhance the subject and, forward planning, for instance to develop better dance resources for Years 3 to 6, is in place. The co-ordinator identifies the higher profile of physical education as a main success since the last inspection and this is clearly leading to an improvement in standards. Assessment based upon the new scheme of work is currently being developed.

RELIGIOUS EDUCATION

149. Standards are in line with those expected by the end of Year 2 and Year 6. This is similar to the time of the last inspection. The school has continued to develop the quality of provision as outlined in the locally agreed syllabus. This has been tailored well to the medium-term planning and is combined with a linked range of assembly themes and to other subjects of the curriculum such as information and communication technology.
150. Few lessons were seen in religious education during the inspection but from a scrutiny of work, discussions with pupils and from evidence of assemblies it is clear pupils in Year 2 can give thoughtful answers to questions concerning moral and social issues. They have some understanding about Christian traditions are relevant to our lives. Two pupils gave a good explanation about how Christmas is a time when we should think of others. In a class assembly, pupils gave suitable answers to questions about challenges. The teacher used innovative hats to demonstrate these. The class lesson seen in Year 1 was very good. The teacher used a variety of presents to demonstrate the precious gift of giving and receiving. Pupils were lively and interested in what was being provided. The teacher used 'child-friendly' language to explain some complex issues. The 'free presents' had items such as a smile. Pupils immediately understood the relevance and were excited about opening others.
151. Pupils in Year 6 have an understanding about various Christian beliefs have gained a good

understanding about the beliefs within other religions. In a discussion, pupils explained in some detail about a mosque and how the ways in which it was similar to a church as well as the differences. In the lesson seen in this year, the teacher was using the recent national developments to highlight the teachings of Islam. Texts from the Qu'ran were discussed and pupils asked about their response to them. In this way, pupils were able to talk about their feelings towards another religion and the teacher closely linked this to a tolerance of other traditions. The displays on the wall were annotated to set pupils thinking about issues such as war and terrorism. From all these experiences the pupils gained a deeper understanding about complex issues.

152. In all years pupils are beginning to understand about the use of symbolism and signs. In an assembly, the welcome used open hands and a greeting of 'Shalom'. Pupils were very clear about the relevance of this and showed great reverence. The success of the assembly was demonstrated in the way that pupils and adults left the hall silently and without any fuss. The new headteacher has worked hard to develop assemblies in this way. They are recognised as providing an extension to the work within lessons and also as a time for reflection. Similarly, class assemblies enhance the work that goes on in religious education.
153. Work is linked well to improving the knowledge of all religions within a Christian context and also to work in personal and social education. The plans for the subject link these strands well. A comprehensive document has been prepared to ensure teachers follow a common plan. Again this is linked to assembly themes, personal and social education lessons, discussion periods and to behaviour policies. These are having a good impact on the work of the school. Parents explained that they feel the school has an air of calm. Pupils show tolerance to each other and have a good understanding of their own feelings.
154. The headteacher is the co-ordinator for the subject. She brings very good experience to the post and an understanding of the issues involved with teaching the subject. Already new curriculum plans have been formulated to combine the range of work. Some use is made of computers and information technology and this has been particularly good in Year 6 where pupils have researched information about different religions. Resources for the subject are adequate and staff have sufficient confidence.