

INSPECTION REPORT

Cadbury Heath Primary School

Warmley, Bristol

LEA area: South Gloucestershire

Unique reference number: 109019

Headteacher: Mrs Vivienne Stone

Reporting inspector: Dr Colin Lee
21854

Dates of inspection: 20th – 23rd May 2002

Inspection number: 195795

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:	Lintern Crescent Cadbury Heath Warmley Bristol
Postcode:	BS30 8GB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Roy Stone
Date of previous inspection:	23 rd June 1997

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21854	Dr C Lee	Registered inspector	Information and communication technology Physical education	The school's results and pupils' achievements How well pupils are taught How well the school is led and managed What the school should do to improve further
9146	Mr M Brennand	Lay inspector		How well the school cares for its pupils How well the school works in partnership with parents
22397	Mr S Fowler	Team inspector	Mathematics Geography History	The quality of the curricular and other opportunities offered to pupils
21904	Mrs D Gale	Team inspector	Design and technology Religious education Areas of learning for children in the Foundation Stage	Pupils' attitudes, values and personal development
19302	Mrs C Perrett	Team inspector	Science Music	Special educational needs
25775	Mrs V Wilson	Team inspector	English Art and design	Equal opportunities

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cadbury Heath Primary School is slightly larger than the average primary school. There are 293 pupils on roll, 141 girls and 152 boys. This is a small rise in numbers since the time of the last inspection in 1997. Pupils are from a wide range of backgrounds and the percentages of lone-parent and low-income families are significantly higher than county averages. English is the first language of all pupils, including the four pupils from minority ethnic groups. Eight per cent of pupils are eligible for free school meals, which is below average. Twenty-two per cent of pupils are on the school's register of special educational needs and this is about average. The percentage of pupils with a statement of special educational needs is also average. The range of special needs includes those associated with autism and a wide spectrum of speech, communication, learning, emotional and behavioural difficulties. There is a small number of pupils who either join or leave the school other than at normal times of admission or transfer. This turnover is typically around seven per cent. Children's attainment on entry to the reception class has shown a downward trend in recent years. It is now below the county average and below the national expectations of four-year-olds in relation to the Early Learning Goals¹ of the Foundation Stage² curriculum. The school has experienced a large turnover of teaching staff and a gradual reduction in the number of applicants for vacant posts. In the last two years six teachers have left and seven have joined the school.

HOW GOOD THE SCHOOL IS

This is a good school that serves its pupils well. Its many strengths are recognised in its status as a Beacon school. There is a trend of rising standards, with good proportions of pupils achieving above national averages. This is due to good teaching, overall, including very good teaching at the Foundation Stage. All adults show high levels of care and concern for pupils' welfare and there is very effective involvement of all pupils in all aspects of school life. The headteacher's very good leadership and management are crucial to the school's success, as is the commitment and skill with which teachers carry out their many roles and responsibilities. Together, they ensure that the school provides good value for money.

What the school does well

- The headteacher provides very good leadership and management of the school.
- Higher-attaining pupils and those with special educational needs make good progress and achieve good standards in relation to their abilities.
- Throughout the school, standards in religious education are above expectations.
- Pupils have good attitudes to the school and to all that they do in school.
- The very good curriculum and very good teaching in the Foundation Stage quickly eradicate weaknesses in children's attainment that are present when they start school.
- There is very good provision for pupils' spiritual, moral, social and cultural development.
- Parents have very good views of the school and there is a very strong partnership between school and home.
- There are very good procedures for monitoring and evaluating all aspects of the school's work.

What could be improved

- Pupils' learning in science is not assessed with sufficient rigour and learning activities are not matched to the needs of pupils of different abilities³.
- There are inconsistencies in managing the behaviour of pupils in Years 1 and 2.
- The monitoring of teaching is confined to a narrow range of subjects.

The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of children in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. The satisfactory overall improvement since the last inspection has, in reality, been achieved in the short time since the headteacher's appointment in April 2000. As a result of her very good leadership and the support and co-operation she has received from staff and the governing body, many of the

¹ The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

² The Foundation Stage applies to children from the age of three to the end of the reception year.

³ This issue has been included in the school improvement plan for the next academic year.

weaknesses highlighted in the last report have been resolved satisfactorily. All statutory requirements are now being met in relation to information and communication technology, appraisal, and the publication of attendance figures. The limitations in curriculum planning have been overcome with the creation of consistent practices for the short-, medium- and long-term planning of learning opportunities. The standards being achieved by more able pupils now reflect improved challenge in the learning activities planned for them. Facilities for outdoor play at the Foundation Stage are now in place and used well. Compared with judgements made at the last inspection, improvement is evident in several significant aspects of the school's work. Standards have risen steadily in English, mathematics and, to a lesser extent in science, at the end of both Years 2 and 6. Standards in religious education have risen throughout the school and now exceed expectations. Other areas showing improvement are the range of learning opportunities at the Foundation Stage, the quality of teaching in Years 3 to 6, and the overall provision for pupils' spiritual, moral, social and cultural development.

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 ⁴
	1999	2000	2001	2001
English	D	B	B	C
Mathematics	C	A	B	C
Science	C	B	E	E

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

During the last five years there has been an overall trend of improvement in the annual National Curriculum test results at the end of Year 6 that has matched the national trend. A slight fall in results in 2001 was due to the significant proportion of boys with special educational needs. The achievements of higher-attaining pupils were shown by the percentages gaining a higher level than expected. Compared with schools nationally, these percentages were above average in English, well above average in mathematics, but below average in science. In relation to the targets set for percentages of pupils likely to reach the expected level, pupils achieved well by exceeding these targets. These targets are based on careful predictions that take account of pupils' prior attainment, and data such as percentages of pupils with special educational needs. Higher, more challenging targets have been set for the pupils currently in Year 6 and they are in line to achieve them. Their work now matches national averages in English, mathematics and science. The only significant differences between boys and girls are evident in English, where girls are generally achieving higher standards, although the school is implementing effective strategies to raise boys' standards.

The 2001 national test results for seven-year-olds continued to fluctuate, as in the past. Compared with schools nationally, the results were above average in reading and writing and average in mathematics. Teachers assessed pupils' attainment in science to be average. When compared with similar schools, results were average in reading and writing and below average in mathematics and science. In 2001, the percentage of pupils achieving a higher level than expected showed similar variations, being well above the national average in reading, above average in writing and average in mathematics and science. Work seen during the inspection was of a broadly similar standard overall, being average in reading, writing, mathematics and science, as a result of the wider spread of abilities than in previous years. Early indications of the 2002 national tests confirm this spread, with a higher proportion achieving a higher level but also a slightly higher proportion not yet achieving the expected level.

In other subjects, pupils attain standards at least in line with national expectations at the end of Years 2 and 6. In both years, standards in religious education exceed expectations. Standards in information and communication technology exceed expectations at the end of Year 2 and in dance, the one aspect of physical education seen, standards exceed expectations at the end of Year 6. Children enter the reception class with standards below those expected for four-year-olds in all areas of learning except physical development, which is in line with expectations. The very good teaching helps children to make good progress and, by the end of the reception year, they have caught up, to the extent that they are meeting expectations in communication, language and literacy, in their

⁴ 'Similar schools' are defined by the proportion of pupils eligible for free school meals. This measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

knowledge and understanding of the world and in their creative development. They exceed expectations in their personal, social and emotional development, mathematical development and physical development. Throughout the school, pupils with special educational needs and those who are more able often achieve good standards in relation to their abilities, due to the good provision for them in most areas of the curriculum

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and have positive attitudes to learning.
Behaviour, in and out of classrooms	Good. Pupils behave well in class, around the school, and when away from the school on educational visits.
Personal development and relationships	Good relationships exist between pupils and between pupils and staff, contributing to pupils' good overall personal development.
Attendance	Good. Attendance is above national rates and the amount of unauthorised absence is slightly less than in most schools.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	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.

The high quality of teaching and learning in the Foundation Stage and, to a slightly lower extent, in Years 3 to 6, is achieved through very good planning, good management of classes and good all-round knowledge and understanding of individual subjects and of how pupils learn. All teachers work well with support staff who make a very valuable contribution to pupils' learning. English is taught well, overall, and the basic skills of literacy are consolidated well across the whole curriculum. The teaching of basic numeracy skills, and mathematics as a whole is good. Teachers make good use of information and communication technology, as a tool to develop pupils' learning across the curriculum. Teaching is generally matched well to the needs of pupils of all abilities, including those with special educational needs and those who are more able. The challenging learning activities that are planned for the more able pupils enable them to achieve high standards, although science is a notable exception to this and these pupils are having to complete the same work as other pupils. Good teaching of the basic skills of most subjects prepares pupils well for their future learning. Most teachers assess thoroughly what pupils have learned on a day-to-day basis and at the ends of units of work. The information from assessment is used very well for setting targets for individual children in the reception classes and for planning the next stage in their learning. Such ongoing assessment is good in Years 3 to 6. In all years, pupils work hard to achieve their targets and gain good skills, knowledge and understanding. Most pupils maintain good levels of concentration and interest in their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A very good curriculum is provided at the Foundation Stage. For Years 1 to 6 the curriculum meets statutory requirements and is very well balanced. It is relevant to the needs of all pupils and provides good opportunities for pupils to acquire breadth and depth of knowledge. The school provides a wide and interesting range of extra-curricular activities.
Provision for pupils with special educational needs	Provision is good overall, and the new Code of Practice is implemented fully. There is early identification of pupils with special needs, good liaison with parents, and regular review of pupils' progress towards the targets that are set for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, with strong emphasis on and very good provision for pupils' social development that promotes a wide range of social skills. Very good provision for cultural development permeates much of the curriculum.

How well the school cares for its pupils	The school is a caring community providing good support and guidance. There is good attention to ensuring pupils' welfare. Good procedures are in place for assessing pupils' attainment and progress and these are guiding curriculum planning well.
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Parents play a very important role in the life of the school and a strong partnership exists. The school works hard to promote links, providing a very good variety of information and involving parents very well in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides very good leadership and management and receives good support from staff in their roles as senior managers or subject co-ordinators.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. Governors provide constructive guidance and have a very clear vision of the school's strengths and weaknesses.
The school's evaluation of its performance	The school evaluates its own performance very well, and has improved its ability to identify appropriate areas for future development. Subject co-ordinators play an effective role in devising action plans for their areas of responsibility, although they need more time to monitor the quality of teaching. Analysis of data from pupils' performance in tests is excellent.
The strategic use of resources	The school uses its resources well. Finances are managed carefully and the school's administration procedures are efficient. The school seeks good value for money when taking spending decisions. Specific grants are spent appropriately.

Teaching staff levels are adequate and there is a good number of support staff, all of whom are very effective. Learning resources and the adequacy of accommodation are satisfactory overall, but many class bases are very cramped. The school applies the principles of best value very well, challenging itself and securing value for money in the services and resources that it acquires.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children's good progress. • Children's good behaviour. • The good standard of teaching. • The information provided about their children's progress. • How the school deals with their questions or problems. • The high expectations the school has of its pupils. • The way the school works closely with parents. • The school is well led and managed. • Children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The homework set for pupils.

Inspectors endorse all the positive views of parents and, in the inspection team's judgement, parental concerns are unfounded. The type and amount of homework set for pupils are suitable and consistent with the school's policy. There is a good programme of extra-curricular activities and the present provision of musical, sporting and other activities, supervised by both teachers and parents, is of high quality.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children in the reception class is formally assessed shortly after they start school and, for the past four years, these assessments have shown a gradual fall in overall attainment. When compared with the expectations of four year olds, children now enter the reception classes with levels of skills, knowledge and understanding, particularly in communication, language and literacy, their knowledge and understanding of the world and in their personal, social and emotional development that are below average. Their development of physical skills is as expected for this age group. Children in both reception classes make good and sometimes very good progress and achieve high standards measured against the low starting point. By the time they move into Year 1, the children are meeting the expected levels in communication, language and literacy, in their knowledge and understanding of the world, and in their creative development. They exceed the expected levels in their personal, social and emotional development, and in their mathematical and physical development. The standards the children meet reflect the findings of the previous report.
2. The school's results in national tests taken by pupils at the end of Year 2 have, with the exception of 1999, risen steadily each year. This is a good achievement by the school, because these rising standards have occurred during a time when children's standards on entry to the reception class have been falling. In 2001, when compared with schools nationally, pupils' results were above average in reading and writing and average in mathematics. Teachers' assessments of pupils' work in science showed standards to be average. Compared with similar schools, results in reading and writing were average and in mathematics and science they were below average. The percentages of pupils who reached the higher Level 3 were well above the national average in reading, above average in writing and average in mathematics and science. Compared with similar schools, the percentages of pupils reaching this level were average in reading, above average in writing, below average in mathematics and average in science. Early indications from the 2002 results show similar results, overall, but with increased percentages gaining a level higher than expected in all tests. In the case of mathematics, the increase in the proportion of pupils gaining this higher level is particularly significant, as it has moved from 24 per cent in 2001 to 42 per cent in 2002. The work of pupils currently in Year 2 is slightly lower than the standard shown by their predecessors in the 2001 national tests, due to a wider range in abilities. Reading, writing, mathematics and science standards are all average. Overall, this is a satisfactory achievement in relation to the levels of attainment that these pupils had when they started in the reception class in 1999. These standards also reflect the higher proportion of pupils with special educational needs in Year 2, which, as a consequence of the learning difficulties experienced by these pupils, means that slightly more pupils are not yet working at the expected level than has been the case in the past.
3. Results in the national tests taken by pupils at the end of Year 6 show a very good improvement each year in all tests between 1998 and 2000. This led to the school receiving a School Achievement Award in recognition of rising standards. The rising trend was reversed in 2001 when the proportion of pupils with special educational needs in Year 6 that year, at 53 per cent, was very high. The school's very thorough tracking of pupils' progress forewarned it of a likely fall in results and realistic targets were set for pupils' performance in the English and mathematics tests. However, these targets, that are set in terms of the percentages achieving the expected Level 4, or above, were exceeded in all the tests. This was good achievement by the pupils concerned. When compared with all schools, the results in 2001 were average in English, above average in mathematics, and well below average in science. Comparing the results with schools where the pupils Year 6 had similar levels of attainment when they were at the end of Year 2, English and mathematics were average but science was well below average. The percentage of pupils reaching the higher Level 5 was above the national average in English, well above average in mathematics, but below average in science. Compared with similar schools, the proportion of pupils attaining the higher level was below average in English, average in mathematics, and well below average in science. A significant feature of the test results in 2001 was the fall in science,

which was greater than in either English or mathematics. While test results show better improvement over time than has occurred nationally in English and mathematics, science has gradually fallen behind and improvement has been lower than the national trend. Weaknesses in assessment of pupils' learning in science, and a generally low profile of the subject throughout the school, have contributed to this situation. The school now recognises these factors and has given priority to raising science standards in the school improvement plan for the next academic year.

4. Target-setting is well established and the school uses all the information available about pupils' attainment in the past, including a thorough analysis of pupils' performances in tests in Years 3, 4 and 5, to arrive at its predictions and targets for the national tests at the end of Year 6. Predictions are regularly updated as a result of the tracking of individual pupils' progress. The work of the pupils currently in Year 6 suggests that they are in line to achieve the challenging targets that have been set for them. Their work in English, mathematics and science is of average standard overall and this represents satisfactory levels of achievement from the time when they took the national tests at the age of seven. As in Year 2, the spread of pupils' abilities is very wide, but a good proportion of pupils are working at above-average levels, especially in mathematics.
5. The standards seen during the inspection show slight differences from the judgements of work seen in classes at the time of the last inspection. At the time of the last inspection, standards at the end of Years 2 and 6 were average in English and science and above average in mathematics. However, there were some specific weaknesses in English and science. In English, by the end of Year 6, standards in spelling and general presentation of work were very variable and, at times unsatisfactory. There was also under-achievement by some pupils of both average and above-average ability. These aspects have all now improved. At the end of Year 6, pupils' work in investigative science showed weaknesses in the skills of prediction, observing, testing and evaluating the results. These again have now improved.
6. Standards in all other subjects now at least match the age-related expectations at the end of both Years 2 and 6. Standards in religious education in both these years are above those set as average expectations in the Locally Agreed Syllabus. This is an improvement when compared with the last inspection. In physical education, the higher than expected standards at the end of Year 6 have been maintained but, at the end of Year 2, standards have dropped from above expectations to in line with expectations, due to lower levels of teachers' subject knowledge. At the last inspection, standards were below expectations at the end of Year 6 in design technology and also below expectations at the end of both Years 2 and 6 in information and communication technology. The raising of standards in design technology has been achieved by improvement in the quality of learning activities planned for pupils by all teachers. The good improvement in standards in information and communication technology results from a combination of the training that teachers have received, their better planning and teaching of the subject, the improved resources, and the very good leadership shown by the new co-ordinator.
7. In relation to their abilities, pupils with special educational needs make good progress because they are supported well in most lessons. The good provision for these pupils helps them to achieve well in relation to their earlier attainment. Pupils with special needs are identified early, and targets are set to address their specific requirements. The school provides a range of additional help for these pupils. This includes extra help from the teacher or learning support assistants within the class, and additional support from the special needs teacher and co-ordinator, in Years 4 to 6, in smaller groups in English and mathematics.
8. Pupils with special educational needs work hard to achieve their individual targets and their progress is carefully monitored. However, there are a few pupils with behavioural difficulties who do not receive adequate support, particularly in the afternoons, and this reduces the rate of progress made by these pupils, as well as causing disruption to the other pupils.
9. Children at the Foundation Stage achieve well and pupils in Years 1 to 6 achieve satisfactorily overall, with the exception of one group who are achieving particularly well. Throughout the school, higher-attaining pupils achieve well in English and mathematics, due to the good provision that is made for them. Work is matched well to their abilities, is challenging, and is promoting increasingly higher standards being achieved by these pupils than their levels of attainment at the ages of four and seven might suggest. However, this match of learning activities to pupils' abilities

is not evident in science and this restricts the progress made by higher-attaining pupils. There are no significant differences between levels achieved by boys and girls in any aspects of the curriculum, apart from in English, where the national situation of better performance by girls is also evident in the school, particularly in writing. The school is successfully implementing strategies designed to raise boys' standards.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school are good and this reflects the findings of the previous report. The majority of them come to school with eagerness, and approach lessons and activities with enthusiasm. This has a positive effect on their learning and, in most classes, creates a happy and purposeful atmosphere. In nearly all lessons, pupils listen carefully to their teachers and to each other and offer some thoughtful responses to questions. Most concentrate well and they work hard throughout the day. On some occasions, when teachers talk for too long, or where their questioning is less effective, a few pupils become restless and their attention wanders.
11. The youngest children in the school, in the reception classes, show very good attitudes to their work. They work purposefully with good levels of concentration. Overall, the children behave sensibly and follow instructions well. They show very good confidence in taking full advantage of the learning experiences being provided and are becoming effective learners. Those who have difficulty in meeting the expectations for behaviour are suitably supported to encourage them to become more responsive and develop good attitudes.
12. Pupils with special educational needs generally have the same good attitudes to learning as their classmates. The majority are well behaved and respond positively to the high expectations set by the staff. Pupils with behavioural difficulties were responsible for the few incidents of disruptive behaviour seen. Teachers are sensitive to the needs of these pupils and generally manage them well to help them conform. However, there are a few pupils with behavioural difficulties who do not receive sufficient support in class, particularly in Year 2, to ensure they acquire positive attitudes to work, and this adversely affects their academic progress. Where learning support assistants are deployed to support these pupils, attitudes improve. Pupils with special educational needs join in all aspects of school life, and take responsibility when it is offered.
13. The behaviour of pupils is good. There have been no exclusions in the past school year. Parents are happy with the school's policy for behaviour and are pleased with how well most of the pupils respond to this. Pupils understand and meet the school's expectations for behaviour favourably. Praise and reward for good work and behaviour are used effectively to promote good standards, to motivate pupils and to instil pride and confidence. As a result, the majority of pupils behave consistently well in lessons, assemblies and at lunchtimes, always moving around the school in an orderly way. In a small proportion of lessons, when pupils are particularly interested and challenged, they display excellent attitudes and behaviour. Pupils are polite, friendly and courteous to adults in the school and to visitors. In the previous report, behaviour was judged to be very good. However, although the majority of pupils in the school behave with consideration, the behaviour of a small group of pupils, particularly in Year 2, frequently disturbs what others can learn. They talk whilst the teachers or others talk and do not always follow instructions and requests sufficiently well. For these pupils presenting the most challenging behaviour, some of which have special educational needs, the present strategies for supporting and managing them are not always effective.
14. The relationships amongst members of the school community are good. All the adults present themselves as a supportive community and this is frequently reflected in the attitudes of the pupils. Lunchtimes are sociable and pleasant and outdoor play is happy and orderly. Many aspects of school life, and the good provision for personal and social education, promote good relationships well, as was seen during a lesson on discussing the effects of bullying and how pupils should get help if they need it. There were no incidents of aggressive behaviour and no unacceptable prejudices observed. Pupils are encouraged to talk through problems and consider the effect of their actions on others. Pupils and parents feel that conflict or bullying is rare, and any instances that might occur are dealt with swiftly and effectively.

15. Pupils' personal development is also good. Throughout the school, pupils are provided with many opportunities to take responsibility and to develop as caring citizens. For example, pupils elected to the school council take their roles as class representatives seriously, particularly the younger pupils. Younger pupils carry out helpful tasks in the classroom, whilst the older pupils perform helpful tasks such as preparing for assembly. They also accept wider responsibilities by, for example, organising a sports day for the younger children. Pupils are encouraged to express their own opinions frequently, in lessons, and the consideration of personal issues and values, and the values of others, are particularly well considered in subjects such as religious education. As they progress through the school, pupils grow in confidence and gradually gain the skills needed to become independent learners. Many of the pupils in Years 3 to 6 conduct their own research on a range of topics, although opportunities for pupils to make choices and develop their independence further are sometimes missed within lessons.

Attendance

16. Attendance is good overall. Systems for monitoring and improving attendance ensure that there is an appropriate balance of sanctions and incentives to encourage good attendance. Unfortunately, attendance is not good for all pupils, being adversely affected by holidays taken during term time. The headteacher ensures that all holidays must first be authorised but, despite her best efforts, changing the attitudes of a number of parents is proving difficult.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The overall quality of teaching is good. The teaching by permanent staff ranges from excellent to satisfactory but that observed during the inspection by a supply teacher from a local agency was poor. Of the 55 lessons observed, 25 per cent of teaching was very good, or better, and this included three excellent lessons. A further 48 per cent of teaching was good, and 25 per cent was satisfactory. Poor teaching occurred in a lesson where the management of pupils' behaviour was unsuccessful and the teacher's subject knowledge was very limited. Although this overall picture is similar to that at the time of the last inspection, there has been a significant change in the teaching staff, with seven new teachers being appointed in the last two years. These teachers have brought new strengths that are reflected in improvements in pupils' levels of knowledge of different subjects, and better planning of learning opportunities for more able pupils. Teachers continue to work very successfully in age-group teams and the overall standard of teaching in Years 3 to 6 is significantly higher than at the time of the last inspection. The improved monitoring of the quality of teaching by senior management has also had good impact throughout the school.
18. The quality of teaching and learning for children in the reception classes is very good, and fully inclusive. This is due, in particular, to the high-quality teaching demonstrated by the Foundation Stage co-ordinator, who provides an excellent role model for other teaching and support staff who, in turn, are successfully working towards achieving similarly high standards. The teachers and support staff work extremely well together as a team, valuing each other's contribution. This results in very good planning and organisation, which ensures very good, balanced development in the required six areas of learning. The staff consistently provide good-quality learning experiences and have high expectations for children's learning. Lessons include a rich variety of tasks, some of which develop children's independence and others that need adult support. Teachers use on-going assessment effectively so that work is successfully matched to the children's needs, and basic skills are firmly established. Children in the reception classes enjoy their lessons and are eager to acquire new knowledge. They are taught to become effective learners, and show confidence in taking full advantage of the experiences being provided. Those who find it more difficult to meet the expected standards of behaviour, and those with special educational needs, are given very good support to enable them to make the necessary progress. The Foundation Stage co-ordinator's excellent teaching of mathematics and physical education are particular strengths. Teachers make very good use of the teaching assistant, who provides very efficient and knowledgeable support.
19. Teaching and learning are satisfactory in Years 1 and 2. The absence of one teacher and associated difficulties with providing continuity in the teaching of that class has had a negative impact on the pupils' learning. Pupils in this class have been further disrupted by varying approaches to behaviour management, although this is a feature of teaching in another class

covering these year groups that needs addressing in order that pupils experience greater consistency in strategies being used. More positively, teachers are meeting the needs of pupils of different abilities successfully, and the planning of lessons is very thorough with clear identification of what is to be learned. These learning intentions feature prominently in teachers' delivery, being introduced at the outset and returned to, both during and at the conclusion of lessons. A very positive climate for learning is created by this emphasis. There are very good relationships between teachers and support staff and pupils and support staff. This is particularly evident in the Year 1 class, where the very specific needs of several pupils are met, with very good success, by the member of support staff allocated to these pupils. All support staff are thoroughly briefed on their tasks and responsibilities and they make a good impact on pupils' learning.

20. Teaching and learning are good overall for pupils in Years 3 to 6. Eighty-six per cent of teaching during the inspection was good or better, and excellent teaching was seen in a physical education lesson for a class of pupils in Years 4 and 5. Teachers' planning is very good and identifies very clearly how the content of one lesson builds on what pupils have learned in previous lessons. In many cases, this planning also indicates in commendable detail aspects such as how pupils' learning is to be assessed and the potential impact that the learning activities will have on pupils' spiritual, moral, social and cultural development. Teachers' management of pupils' behaviour is very consistent and this helps pupils to be clear about expectations as they transfer between class-based lessons and lessons with other teachers, when they are in groups of similar abilities for literacy and numeracy. There are many good features of pupils' learning in these year groups. They have a good knowledge of their own learning, because they know exactly what their learning targets are and they are encouraged to assess both their own learning and that of others. The latter was a significant feature of a very good dance lesson for pupils in Years 5 and 6. Individual pupils acted very successfully as 'critical friends' who observed and evaluated the performances of their groups, feeding back opinions on good aspects of the dance, as well as ways in which it could be improved.
21. The teaching of pupils with special educational needs is good overall. All pupils with special educational needs have individual education plans that contain clear, practical targets. Pupils in Years 1 and 2 are taught in whole-class settings, with extra support from skilled learning support staff to ensure they meet their targets. Support staff, are trained well to meet the needs of the pupils with whom they work. Pupils with special educational needs in Years 4 to 6 are taught in separate sets for literacy and numeracy, and are taught well by the special educational needs teacher, following a rigorous programme matched carefully to their needs. The literacy and numeracy strategies are adapted well to meet the needs of these pupils. By using the format that the rest of the school is using, the pupils receive a wider range of experiences than if these sessions were concerned only with the mechanics of English and mathematics. For example, during a literacy lesson, the pupils learned about the use of 'ch' and 'tch', but also explored humorous verse and the different methods used to promote humour. This meant that the pupils were able to begin to appreciate literature for its own sake. The specialist teacher knows her pupils well, and ensures that they make maximum gains in their learning, by setting tasks that are within the pupils' capabilities, and that also offer appropriate challenges to develop their learning.
22. Very good use is made of parental help before school, when several parents use a structured programme to help pupils achieve their targets. This programme is closely monitored by the special needs co-ordinator. Learning support staff give regular, good support to pupils to help them improve their reading and spelling. This additional structured help has been very successful enabling pupils to make very good progress in these areas.
23. Some parents have expressed concern about the homework that teachers provide, but inspectors do not share this concern. Provision is in line with the expectations set out in the homework policy. It is regular and relates well to what is being taught and learned in class lessons. In addition to literacy and numeracy tasks, pupils have occasional work in most other subjects that ensures a good variety in what is being done at home.

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

24. The curriculum provided for children in the Foundation Stage is very good. It is broad and balanced and matched to the six areas of learning appropriate to the age group. Careful planning provides a rich and varied curriculum that promotes learning and good opportunities for children to make positive progress in all areas of their development. It also ensures a smooth transition for children in the reception classes to the requirements of the National Curriculum. A weakness in the previous inspection was the lack of provision for outdoor play. This has been addressed, and the children have full access to a range of equipment, which is used effectively to develop skills across the curriculum. The curriculum is further enhanced by informal opportunities for the children to develop early skills in speaking French.
25. The overall quality of the curricular and other opportunities offered to pupils in Years 1 to 6 is good and has improved since the previous inspection. The school's curriculum is broad and balanced, and meets the requirements of the National Curriculum. The provision for religious education meets the requirements of the Locally Agreed Syllabus, and there is a daily act of collective worship for all pupils other than those withdrawn by their parents. There are comprehensive and well-developed policies for personal, social and health education, including citizenship, sex education and drugs awareness. As at the Foundation Stage, all pupils have a short weekly opportunity to develop conversational French.
26. At the time of the last inspection, the breadth and balance of the curriculum were satisfactory except for some aspects of information and communication technology. However, schemes of work were not sufficiently formalised and subject co-ordinators had insufficient time in which to monitor the curriculum. Appropriate steps have been taken to remedy these weaknesses and the school now provides a carefully considered framework of policies and schemes of work for all areas of the curriculum. Planning and provision in all subjects are at least satisfactory, and are good in English, mathematics, information and communication technology, physical education and religious education. Curricular provision for both key stages is now good. The school has refined and developed its long-, medium- and short-term planning to take account of mixed-aged classes, and all policies and schemes of work have been updated to meet the requirements of Curriculum 2000. Although many curriculum co-ordinators are relatively new to their posts, most are already providing good leadership. The curriculum committee of the governing body is very well informed and plays a significant role within the school. Their policy of seeking to appoint subject specialists to lead curricular areas is having a positive impact on subject development and co-ordinators are invited on a regular basis to address their meetings. A recent audit carried out within the school has confirmed that each subject is given an appropriate time allocation.
27. The school has recognised the importance of pupils' personal, social and health education by appointing a co-ordinator for this area of learning. Although only recently appointed, she has already developed a comprehensive scheme of work that can be taught either as a discrete subject or as part of the normal curriculum. It deals with a whole range of issues, such as bullying, growing and changing, and the importance of caring for both themselves and for others. The good attention paid to pupils' health education led to the school recently winning a bid for recognition as a healthy school. Regular 'circle-time'⁵ discussion sessions contribute to this area of learning and are beginning to make a significant contribution to the development of the right sort of attitudes and relationships amongst pupils.
28. The good implementation and high priority given to the National Literacy and Numeracy Strategies has begun to make a positive impact on pupils' learning and standards of attainment in reading, writing and mathematics have risen steadily over the last three years. Skills are reinforced on a regular basis and are taught in a well-planned and structured way. Teachers feel confident with the structures of the frameworks, which help them to develop a consistent approach to teaching the curriculum. The thorough approach to monitoring of literacy and numeracy ensures that teaching and learning are effective and are appropriate to the needs of the pupils.
29. Overall, the school is effective in providing a fully inclusive curriculum, and all pupils are given equal access to the statutory curriculum and all other activities provided. The school has a policy

⁵ 'Circle time' is a session provided for pupils to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak.

for equal opportunities and each curriculum policy has within it a reference to equality of opportunity.

30. The curriculum is suitably adapted for pupils with special educational needs. Policies and procedures meet statutory requirements, and the school is already meeting the demands of the new Code of Practice. Pupils with special educational needs have individual programmes of work, and are set specific targets to meet these needs, which are reviewed regularly. The weakness is that pupils are not sufficiently involved in the setting of these targets, and, although parents are involved in the reviews of pupils' progress, they are not given specific targets to help their children at home. A range of outside agencies supports the school, when appropriate, and specialist resources are supplied to aid pupils' learning. The school maintains good links with the secondary schools, and in-depth discussions take place with receiving schools, to ensure that the needs of specific pupils are recognised and met in the future. The school has also developed a policy for more able pupils that addresses identification, setting and individual arrangements, and this has had a positive impact on standards of attainment. A small group of very able mathematicians are taught separately to ensure that they receive an appropriate challenge to enhance their learning. The school is, therefore, successful in ensuring that all pupils have equal access to all activities regardless of their gender, special needs, or particular gifts or talents.
31. The provision for pupils' personal development, including spiritual, moral, social and cultural development, is very good and the school's ethos remains strong. This area was described as a strength of the school at the time of the last report, and remains so. The school has a comprehensive policy for the personal development of pupils, which reflects the school's aims. Curriculum planning identifies opportunities for pupils' spiritual, social, moral and cultural development well, and some of the subject policy documents clearly identify how pupils' personal development can be positively influenced. The caring ethos, reflecting the school's motto of 'cherish, endeavour and working together', permeates all activities, and helps to promote the good relationships, attitudes and personal development of the pupils.
32. Opportunities for pupils' spiritual development are good. Opportunities are planned for in school and class assemblies, where pupils are given time to reflect and pray. The wonder of the world around us is promoted well in subjects such as science, information technology, and geography, and pupils learn to appreciate the spiritual nature of subjects such as art and music. Pupils learn to tolerate different points of view during 'circle time', and in their religious education lessons. During the 'achievement' assemblies, pupils appreciate and applaud the efforts of others. Pupils take opportunities to support those less fortunate than themselves, through supporting a range of charitable causes.
33. Opportunities for pupils' moral development have improved since the last inspection and are now good. There is a strong moral code throughout the school where pupils know right from wrong. Agreed class rules are consistently implemented, and there is a comprehensive behaviour policy that is generally followed throughout the school. Pupils respond positively to the high expectations of the staff, and learn from the good role models set by the adults in the school.
34. The provision for pupils' social development is very good. Values are successfully promoted through the school's programme for personal, social and health education, where a developing sense of citizenship is encouraged through structured debate during 'circle time'. Pupils are given many good opportunities to co-operate during lessons, sharing expertise and helping each other to achieve. Pupils make a positive contribution to the running of the school, by volunteering to act as monitors in classrooms and around the school, or serving on the school council. The oldest pupils help the youngest at lunchtimes, and further opportunities to develop pupils' social skills are provided when the oldest pupils attend a residential camp.
35. The provision for pupils' cultural development is very good. The school is very aware of the need to prepare pupils for life in multicultural Britain, and works hard to provide many opportunities for pupils to enjoy the richness of different world cultures. Pupils learn about their own culture in subjects such as history, art, music, and English. In religious education lessons, pupils learn about other faiths, and in geography they learn about other parts of the world. The school has a good range of multicultural musical instruments that help to promote pupils' cultural understanding. Through a range of visits, for example to a Hindu Temple, and by inviting visitors

to the school, such as an African music and dance group, pupils are given further opportunities to develop their multicultural understanding.

Extra-curricular activities

36. Provision for extra-curricular activities is good. A wide range of sporting, musical and academic activities is offered, such as football, netball, cross-country, art club, computer animation, and chess, and support for these, from both pupils and parents, is good. At the celebration assembly during the week of the inspection the school acknowledged the performances of those who had taken part in the cross-country and chess competitions. Despite this good provision, both the school's own survey of parents, in 2001, and the OFSTED pre-inspection parents' questionnaire indicated that parents would like to see more activities organised. In response, the school has arranged additional courses in hockey, violin, keyboard and dance.

The school's links with the community

37. The numerous links, which the school has with its local community, provide an extra dimension to pupils' experiences of the wider world, making this aspect good. The local museum is used regularly as a resource for projects in history. Close ties with a nearby superstore enable pupils to visit the store to get a feel for the working world. In addition, the store donates learning resources in the form of educational videos and beanbags. A local firm of surveyors has donated £1000.00 to be used in the delivery of information and communication technology, and the whole school supports the Frenchay Hospital's children's ward by giving the hospital the money raised from collections following school productions. The latter has been instrumental in making pupils think more carefully about those less fortunate than themselves. The school encourages visitors from the three local churches, all of whom take assemblies. There are also visits from a puppet theatre, and grandparents come in to talk about their lives from both an historic and cultural perspective.
38. The school is a member of the local cluster of schools, through which it shares the resources of a breakfast and after-school club. Links with the local secondary schools are also good, those with the nearby language college being particularly beneficial by providing Cadbury Heath with the services of a language assistant for two terms to assist with the teaching of French. As a Beacon school, the very close relationship that exists with the partner school is beneficial for both staff and pupils as a result of the various joint initiatives such as the work on target-setting, raising standards of pupils' writing, and increasing parental involvement in their children's learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. This is a caring school in which the academic and social needs of pupils are looked after well, supported by a healthy and safe environment. Staff spend much time supporting pupils' emotional development, by acting as good listeners and role models. In English and mathematics, systems for monitoring and improving pupils' academic performance are good. They are insufficiently developed in science.
40. Procedures for child protection are good. The headteacher is the recognised child protection officer, and she has been trained on the recent procedural changes. These, in turn, have been passed on to all staff at a training day, which was organised specifically for child protection. During this training day the school's child protection policy was finalised, and subsequently implemented, and this ensures good protection for all pupils. Arrangements for health and safety are also good. All the statutory requirements are in place and the school is well supported by the governing body's health and safety committee. Fire drills are carried out regularly and recorded, but there are insufficient signs to indicate the location of all fire exits. First-aid provision is good and training is up-to-date. Any serious accidents and head injuries are reported to parents and recorded.
41. Procedures for monitoring and promoting pupils' attendance are good and this is reflected in the good level of attendance which the school achieves. Both the headteacher and administrator regularly monitor the registers. Where unreported absences occur, parents are contacted through a phone call on the first day of absence. The introduction of this procedure has made

parents more aware of their responsibility to inform the school about their child's absence and has helped to reduce the administrative burden in chasing up all absences. In addition, pupils are responding well to range of awards now in place to recognise good attendance.

42. Procedures for monitoring and promoting behaviour are generally good. Much of the emphasis is on promoting the positive, with good behaviour being recognised through a range of stickers and certificates. Arrangements for monitoring unacceptable behaviour are well understood by all members of staff who, in the majority of lessons, apply the procedures consistently. Teachers act as good role models and will spend time counselling pupils who may be having particular behavioural difficulties.
43. The headteacher and staff know the pupils well, and respond sympathetically to their needs. There is a caring ethos within the school, where disadvantaged pupils are valued, and they are made to feel wanted and cared for. The academic and personal attainment of pupils with special educational needs are monitored well by the special needs co-ordinator, special needs teacher and class teachers. Assessments are carried out regularly to track the progress that pupils with special educational needs make against their own targets. These targets are reviewed regularly and new targets set, when appropriate, to ensure the pupils' learning continuously develops.
44. In the previous inspection report, the arrangements for the implementation of assessment procedures were judged to be very good. The current judgement on the procedures for assessment is that they are good overall. The school has drawn up and successfully implemented a whole-school assessment policy, alongside policies for target setting and marking. It has ensured that all staff are familiar and confident with the procedures for assessment and how the information gained should be used. This has resulted in a successful whole-school approach. The current procedures mainly address assessment in English and mathematics, and are very good in these two subjects. They are detailed in how and what is assessed, and a well-planned calendar ensures that assessment is regular and appropriate, with the rigorous evaluation of key skills. However, useful and informative systems have yet to be fully implemented in the core subject of science. Although formal procedures are now under consideration, there has been no systematic means of assessing pupils' knowledge and understanding in the subject so that strengths and weaknesses in pupils' learning can be identified. Similarly, in other subjects, procedures for assessment are under-developed and inconsistent.
45. The use the school derives from its assessment procedures is good overall. The school uses assessment data extremely well at a strategic level. The systematic analysis of the results of formal testing in English and mathematics is very good, and highlights the various issues for the school. The information gained informs the organisation of ability groups in English and mathematics, the tracking of individual achievement, and the achievements of different groups of pupils. It is also used efficiently for the setting of school and group targets, and in some cases, individual targets. This helps to ensure that teachers' planning in English and mathematics meets the needs of all groups of pupils. It helps to identify pupils with learning difficulties, as well as higher-attaining, or particularly gifted and talented pupils. It has resulted in raising standards in previous areas of weakness. For example, a greater emphasis on areas of need, such as the younger pupils' understanding of the features of fiction and non-fiction in reading, is showing the benefit of greater focus of teaching and learning. In science, however, there has been insufficient analysis of the results of the National Curriculum tests taken by pupils at the end of Year 6 and teachers' assessment at the end of Year 2. The results of Year 6 tests are looked at, and have influenced aspects of planning, but have not been shared with the co-ordinator. There has been no levelling of pupils' attainment or tracking of the progress of all pupils. In subjects other than English and mathematics, assessment is not yet sufficiently formalised to enable teachers to compile accurate records and to properly inform how pupils need to improve their work.
46. There are very good procedures for assessing children in the reception classes. The results of the assessment made on entry to the school are used very well to inform planning, identify needs and set initial targets. The children are then assessed carefully, through daily observations and regular formal assessments, through the year. Clear and informative records are kept across the areas of learning and termly targets are set. This all ensures that teachers have a very good

overall picture of pupils' individual progress and enables them to plan work appropriately to match their needs.

47. The procedures to monitor pupils' academic progress are good overall. The school has a good picture of how individuals and groups are performing in English and mathematics, as data from assessment is thoroughly analysed and the results clearly recorded. The monitoring in these two subjects is very good. The resulting individual targets are sent home to parents each term, so that they understand what their children need to do to improve their work in English and mathematics. The impact of staff training has ensured that their ability to level pupils' work accurately has been enhanced. The results of teachers' assessment are carefully monitored, and teachers meet to agree on levels of work both within the school and with others. Regular meetings are held amongst staff to consider the level of success against predictions for pupils' targets. Targets that are not achieved are analysed to determine reasons and agreement on why this has not happened. This routine monitoring has successfully developed a shared understanding of the purpose of assessment and the need for agreement about what pupils have achieved. Records are used to enable the school to track progress as pupils move through the school, and these are efficiently maintained. They are comprised of useful records of achievement and teachers' records. There are also efficient systems for the transfer of information between classes and as pupils move to the next school.
48. Arrangements to monitor pupils' attainment and progress in science and the non-core⁶ subjects are more informal and left to individual teachers. Teachers know their pupils well and support at different levels is provided in these subjects in order to meet pupils' needs. However, there is insufficient monitoring of achievement in order to raise standards and track progress in these subjects, especially science. This also hinders the completion of accurate records to help in reporting to parents.
49. The school recognises the assessment and monitoring of science and the non-core subjects as areas of development. The assessment co-ordinator has considerable expertise and has identified the next stages for this in her action plan. In addition, a target-setting programme has been identified for information and communication technology, as this has been highlighted as an area of development within the locality. Plans for the assessment and monitoring of science have been drawn up, but not yet used.
50. Arrangements for monitoring pupils' personal development are good, occurring informally at the end of each day, when staff can meet parents to discuss issues of the day. The 'celebration board' displays work of note, and celebration assemblies acknowledge effort and acts of kindness. Reports to parents contain a comment on personal development and, last year, the school introduced a tick sheet, giving grades for behaviour, effort, and developing confidence, which were well received by parents and will be continued this year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school has a very good relationship with parents and, in turn, parents have very good views of the school. The headteacher operates an open-door policy and, as a consequence, parents feel comfortable raising issues. Having done so, they have great faith that they are listened to and their views and occasional concerns are acted upon. Much work has been devoted to working more closely with parents and this has ensured that the relationship has improved since the last inspection.
52. The school's links with parents are very good. These are established before their children start school. The school has an excellent induction programme for children starting in the reception classes. Parents and carers are invited into the school with their children, on a regular basis, during the term prior to entry. Together with a teacher, and other parent-helpers, the children participate in a range of stimulating activities, which are designed to foster their confidence, to get to know their teachers, and enable them to become familiar with their surroundings. Home visits, activity packs, and other useful information about school routines, how learning is organised, and how parents and carers can be involved, all make excellent contributions to helping children on

⁶ The non-core subjects are those other than English, mathematics and science.

entry to the school. Parent-helpers also provide useful and unobtrusive help in supporting teachers and children on a daily basis in the classrooms.

53. At the beginning of every new year, each class invites parents to attend a meeting at which topics for the forthcoming year are discussed. At the end of each school day, class teachers are available for parents to raise issues and talk informally about the events of the day. There are many class assemblies that are well supported by parents.
54. Parents are happy with the provision that the school provides for pupils with special educational needs. They are involved at every stage of the Code of Practice. They are fully informed of the school's practice, and invited to attend meetings where the pupil's progress is discussed, and agree new targets for improvement. There is not, however, sufficient involvement of parents with the actual setting of targets.
55. The impact of parents on the work of the school is very good. Each morning, between 8.45 and 9.15am, the special educational needs co-ordinator organises parent-volunteers to help selected pupils with work related to reading and writing targets. Parents also help to run clubs in mathematics games, rounders, netball, football and chess. A very active 'Friends of the School' group organises a variety of fund-raising events, which raise significant sums of money. New library books, lunchtime play equipment, and a sunshade in the playing field, have all been bought using this money. The 'Friends' also run a curriculum working party, which provides information for parents to help them with their children's learning at home. They also co-ordinate the parent class representatives of which there are two per class. They act as a useful conduit for transferring information between parents and the school. There is very good co-ordination of parental involvement by the teacher, with the specific responsibility for partnership with parents.
56. The quality and quantity of information provided for parents is very good. The school prospectus, policies, curriculum letters by class, consultation evenings and, in particular the newsletters, all provide good information for parents and a good insight into the work of the school. The quality of pupils' annual reports is good, with the headteacher providing specific guidance on the writing of these. Targets are set to address weaknesses and since the school introduced a section for parents to respond, there has been an increase in the number of parents commenting on their children's progress and achievements.
57. The contribution of parents to children's learning at home is satisfactory. There is a homework policy and interviews with parents confirm that homework is set regularly. In some homes, parents show good support in encouraging their children to complete their homework, but this is not the case in a significant number of homes, where education does not feature high on the list of priorities. This is demonstrated further by the significant number of parents who choose to take their children on holiday in term time.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. Judged collectively, the headteacher, governing body, and key staff, provide good overall leadership and management of the school. There is a well-defined management structure within the school, in which all teaching staff have specific responsibilities for whole school co-ordination of aspects of its work. This structure, and the effectiveness with which responsibilities are carried out, is an improvement when compared with the last inspection. The contribution of the headteacher, in the two years since her appointment, has been the driving force behind improved management. Her own leadership and management of the school are very good. Among her many achievements is the urgency and success with which she has led the school in rectifying the weaknesses identified in the last inspection report. These weaknesses had not been addressed prior to her arrival. Through good delegation and action planning, she has also increased the effectiveness of the school's commitments as a Beacon school. With the assistance of key staff, the various joint initiatives being undertaken by the school and its partner school are mutually more beneficial for both staff and pupils due to the strong emphasis on raising pupils' standards and enhancing the professional development of the staff.
59. The senior management team plays a vital and successful role in school improvement and in creating a cohesive staff team. As a consequence, the educational direction of the school is very

good, with accurate identification of the priorities for school development and good, clear courses of action being established to secure ongoing improvement. This is exemplified by the priority recently given to religious education in the last school development plan that, through good attention to specific targets for the subject's improvement, has resulted in standards now being above expectations. One reason for the successful outcome to many of the priorities that are identified for action is the fact that teaching and non-teaching staff are a well-integrated, very effective team, with a strong sense of purpose and very good working relationships. This enables the school's relevant aims and values to be incorporated very well in all its work. All staff show high levels of concern for pupils' welfare. There is, thus, a very positive ethos that reflects the school's commitment to creating a caring environment for all pupils, in which they are helped to achieve improving standards in their academic and personal development.

60. All staff, including some of the part-time teachers, have a responsibility for co-ordination of either a subject or aspect of the school's work. Many are new to their areas of responsibility. The headteacher and governing body have sought to increase the levels of specialist knowledge of subject co-ordinators when making new appointments. This has been particularly successful in the cases of information and communication technology, science, and music, where co-ordinators have had immediate impact as well as successfully producing excellent action plans for future subject development. All co-ordinators share the same characteristic of great enthusiasm for their subjects. This results in often very good leadership, through the support given to colleagues and examples of very good teaching. The overall management of a subject is not always as successful as the leadership, due to the extent to which co-ordinators have time away from class-teaching responsibilities for carrying out their co-ordination roles. For many, the monitoring of planning, the auditing of resources, and establishment of priorities for action planning, is done in their own time. This limits the extent to which important aspects, such as the monitoring of teaching and standards of pupils' work, or how pupils' learning is assessed, can be evaluated. The arrangements for providing co-ordinators with the non-teaching time, to carry out such responsibilities, are not systematically planned. In the cases of literacy, numeracy, and information and communication technology, co-ordinators have planned opportunities to observe teaching and such monitoring has had good impact on teachers' skills and pupils' standards. Co-ordinators also know that such opportunities exist when their subject is given high priority in the school development plan. It is therefore that a long-term programme of subject prioritisation is included within subject development planning so that co-ordinators can plan ahead.
61. In addition to subjects, other aspects of the school's work have nominated co-ordinators. These are for the Foundation Stage, Key Stage 1 (Years 1 and 2), Key Stage 2 (Years 3 to 6), assessment, special educational needs, personal, social and health education, partnership with parents, and staff development. The leadership and management in all these areas is very successful, contributing very positively to raising the quality of teaching and the standards achieved by pupils and promoting very good home-school links.
62. The leadership of the Foundation Stage is very good. The knowledgeable and committed co-ordinator is efficient, ensures that there is very good curriculum provision and keeps detailed and informative records of the children's development. Although the Key Stage 1 co-ordinator was absent during the inspection, the evidence of close collaboration between the other teachers and very frequent liaison of teachers with support staff indicates that a well-integrated team has been created. Very close co-operation is also a feature of the Key Stage 2 team that is led very well by the deputy headteacher.
63. Assessment was noted as a strength at the time of the last inspection. Much work has been done by the co-ordinator since that time to develop systems of target setting that are providing a very good impetus to pupils' learning and are also being developed well as a Beacon initiative. Target setting in information and communication technology for pupils in Year 2 is now being tried out, working with Cadbury Heath's partner school. However, while this good work has been developing, a very significant gap in the school's procedures for assessment has remained, and this is the assessment of pupils' learning in science. The co-ordinator for special needs provides good leadership and management, overseeing the team of staff who all have well-defined responsibilities. They work together well to ensure that good provision is made. All documentation is meticulously ordered, and the staff have a very clear picture of all individual needs. Procedures ensure that all pupils with a statement of special educational needs receive the extra resources

that are their entitlement. Pupils' personal, social and health education has a high profile throughout the school and this is due to the sound leadership of the co-ordinator. She leads the school's involvement in a 'Schools for Health' initiative and good co-ordination of input from parents, pupils and all adults in the school has provided a clear picture of strengths and weaknesses that are to be incorporated in a specific action plan with targets for improvement in the weaker areas highlighted by the audit. Parents at the pre-inspection meeting were unanimous in their praise for the parent partnership co-ordinator and inspectors endorse their view. The very good co-ordination is the foundation of the very good links that the school has with all parents and carers.

64. The school offers good opportunities for all groups and abilities of pupils to take part in all aspects of school life. The school's recently drafted race equality policy shows that the working party of staff and governors is considering school's values and responsibilities in this context very appropriately.
65. Very detailed analysis of pupils' attainment and progress in English, mathematics and science identifies, very clearly, where standards of particular groups of pupils need to be raised. The effective strategies for raising boys' standards of attainment in English are beginning to show satisfactory results. The grouping of pupils according to ability in English and mathematics enables teachers to plan more effectively for pupils' learning needs. Teachers' thorough monitoring and observation of pupils' progress satisfactorily identifies gifted and talented pupils. The up to date register of these pupils ensures that appropriate action is taken to provide more challenging learning tasks. Parents are closely involved and have good opportunities to discuss their child's progress with all relevant adults. Learning support assistants are thoroughly trained and receive helpful guidance from teachers. They play an important role in helping small groups of pupils to benefit from more individual attention.
66. Mixed-age classes and current curriculum organisation in science mean that pupils in a particular year group do not all have the same curriculum opportunities. For example, some pupils in Year 4 study different science issues from others in their year group. In music lessons in Year 5, some pupils play recorders, whereas, others play different instruments.

The Governing Body

67. At the time of the last inspection, the governing body fulfilled all its statutory responsibilities apart from a minor omission from the school prospectus, and the more major error of not ensuring that the required information and communication technology curriculum was being implemented. These omissions have now been rectified and the governing body continues to make a good contribution to school development. The effectiveness of its monitoring of provision and standards has improved since the last inspection. The school's overall management is strengthened by the very good working relationship that has quickly developed between the headteacher and the governing body.
68. During the two years after the last inspection, the governing body failed to ensure that the action plan, drawn up to address that inspection's key issues for improvement, was being implemented. Upon appointment, the present headteacher immediately focused attention on the action plan, involving and informing governors fully of progress. However, lost time means that improvement overall since the last inspection is no more than satisfactory.
69. The governing body provides good support for the work of the school and individual members visit the school to assist in a variety of ways. Through their visits and liaison with co-ordinators, governors are very familiar with the school's working methods. There is constructive monitoring of the school's developments by the governing body, through visits and the reports received from teaching staff. The high quality of informed leadership of the curriculum and finance committees is instrumental in ensuring thorough monitoring and evaluation of school policies and practices. As a consequence, governors have very good understanding of the strengths of the school and the areas for development. The headteacher consults widely about proposed improvements, seeking the contributions of all staff and governors and developments proceed with the commitment of all concerned. As a result, the school management plan provides a good framework for school improvement and combines review of what has been achieved in the previous year with

appropriate detail of prioritised targets for the current year. The financial and resource implications, including the demands on personnel, are identified and detailed costings and measures of success are included.

Monitoring and evaluation of the school's performance

70. The school has very good systems for monitoring and evaluating its own performance. This is as a result of the headteacher's successful introduction of a range of procedures for monitoring and evaluating the curriculum, the quality of teaching and the standards of pupils' work. Teaching of literacy and numeracy is monitored very effectively by the co-ordinators, resulting in refinements of teachers' skills that, in turn, have had a good impact on standards of pupils' work. Standards of pupils' work are also monitored meticulously through excellent analysis of National Curriculum assessment test papers each year. This highlights strengths, weaknesses and trends and when the data indicates areas for concern, such as weaknesses in mathematical problem-solving by pupils in Year 2, or in the quality of how boys express their ideas in writing in Year 6, the school is quick to act and draws up immediate plans of actions and strategies for securing improvements. However, other subject managers, for example the science co-ordinator, are not yet involved in this process. Monitoring of pupils' work is also a regular feature of the work of the senior management team and, again, opportunities need to be created for all co-ordinators to monitor subject standards more rigorously. The arrangements for performance management that have recently been adopted are setting clear targets for teachers to work towards within their own professional development. Overall, monitoring of teaching and learning has improved significantly since the last inspection and the very strong commitment of all co-ordinators to development of their subjects provides a very good foundation for further improvement.

The strategic use of resources

71. The school has good procedures for ensuring that the financial resources available to it, which are higher than the national average for primary schools, properly support the educational needs of its pupils. There is a clear cycle of financial planning, linked to the school's improvement plan, and the monitoring of expenditure is secure. Overall, the picture is much the same as when inspected previously, when financial planning and control were said to be good.
72. Planned financial reserve levels are appropriate and the governors, well advised by the headteacher, have proper regard for the use of reserves and have been efficient in eliminating their deficit budget. They are aware of the management problems caused by the difficult number of pupils admitted into Reception each year and their decisions are taken against this background. For example, they are currently seeking to increase the number of teachers employed within the school in order to lessen the number of mixed-aged classes. These actions, and the prudent contingency planning, aim to make sure that, as far as possible, the school's finances will be sufficient to ensure the continuation of its present strategies. Expenditure has been targeted to benefit pupils' attainment and progress directly by, in addition to increased staffing levels, providing additional learning resources and creating an improved working environment. Governors, especially those directly involved in financial matters, feel ownership of the budget. There is a good identification of priorities related to improving the quality of education and raising standards. The governors' involvement in the school's annual strategic planning enables them to be fully informed and to make a positive contribution. Taking into account the standards achieved by pupils, the overall qualities of teaching, leadership and management, in relation to the good level of funding the school is providing good value for money.
73. The use of the specific funds element of the school's finances, and other additional funding, including a grant from the New Opportunities Fund, is well focused. It makes a positive impact on the quality of learning provision for the pupils who are supported, such as those who receive extra support to address special educational needs.
74. The school's overall administration arrangements, and the day-to-day control of its finances, are good. It was a strength of the school when it was previously inspected and it remains so. The school office is well equipped and makes good use of new technology to support its work. Effective use is made of the information available from the school's computerised management system for monitoring and there are good financial and administrative procedures in place that

allow the very committed school secretary to make a significant contribution to the effective running of the school. There were only minor recommendations made as a result of the school's most recent audit, none of which remain a matter of concern. The positive picture at the time of the last inspection has been maintained. Elsewhere, there is a strong commitment to the use of new technology. In addition to the support of administrative activities, the school has moved to fully embrace the benefits of information and communication technology across all aspects of school life.

75. Within the governing body, effectively supported by the headteacher, the principles of best value are applied in a very effective manner. The proper implementation of these procedures means that the school's spending is evaluated and targeted to ensure that the quality of education provided for the pupils is consistent with the school's development planning. Governors have made good progress in their understanding of the principles of best value since the last inspection reported that they were carrying out an effectiveness study to improve their role within the school. They are now playing an increasingly effective role as a 'critical friend'. Governors question the school's performance using a variety of information to inform them about how the school's performance compares with what is expected and what is achieved elsewhere. Parents are regularly consulted by methods such as questionnaires. Governors are also aware of the need to obtain best value in purchasing services and resources and have good procedures for ensuring that value is obtained. Governors are very aware of the need to challenge what is going on and they do so with rigour. The Finance Committee works closely with the Curriculum Committee to ensure that the school's performance is closely monitored and analysed.
76. The school has an appropriate number of teachers with a very good balance of new and experienced staff. Recent very well targeted staffing appointments have ensured that there is good specialist knowledge of each subject. Sufficient, effectively deployed classroom assistants support pupils needing extra help with their learning. These factors enable the school to meet the needs of pupils well. However, frequent changes of supply staff have led to some behaviour problems amongst pupils, which disrupt the learning of some pupils in Key Stage 1. Staff new to the school receive effective support and there are very good arrangements for induction of newly qualified teachers. The headteacher evaluates teaching and provides good support for staff, but other subject leaders do not have opportunities for monitoring lessons. Although they are able to exert an informal influence on teaching, their impact is not enough to raise standards sufficiently in their subjects.
77. The school makes good use of rather cramped accommodation. The small classrooms particularly limit the movement and learning space of older pupils. The new, purpose-built facilities for the children in the Foundation Stage are satisfactory and now include a small secure outside play area. Although both the classroom and the shared activity area are very small, teachers organise learning well within the space available. Library facilities are satisfactory, but this area is under-used, as reported at the last inspection. The school grounds are attractive and used well to provide facilities for art, physical education, environmental studies and pupils' recreation time.
78. Resources are at least satisfactory in all subjects and good for physical education, religious education, science and special educational needs. The well-resourced new computer suite offers improved provision for teaching information and communication technology. Resources are carefully and accessibly arranged, but lack of space makes storage of new equipment difficult.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

79. In order to improve the standards of work and the quality of education, further, the governors, headteacher and staff should:

- ❑ Improve provision for science, by developing procedures for assessment of pupils' learning, using information from assessment to guide the planning of the next stage in learning for pupils of different abilities⁷. (*Paragraphs 3, 9, 44, 45, 48, 63, 109, 111 and 112*)
- ❑ Develop greater cohesion in teachers' management of pupils' behaviour in Years 1 and 2, by ensuring that the school policy, and strategies for rewards and sanctions are implemented with greater consistency by both permanent and temporary teachers. (*Paragraphs 13, 19 and 107*)
- ❑ Extend opportunities for monitoring of teaching through classroom observation to co-ordinators of non-core subjects in line with subject priorities identified in school development planning. (*Paragraphs 60, 70, 116, 133 and 143*)

Other issues which should be considered by the school for inclusion in the action plan:

- develop the involvement of pupils with special educational needs in discussion about their specific learning targets and in decision-making about future targets. (*Paragraph 30*)

⁷ This issue has been included in the school improvement plan for the next academic year.

• **PART C: SCHOOL DATA AND INDICATORS**

Summary of the sources of evidence for the inspection

Number of lessons observed

55

Number of discussions with staff, governors, other adults and pupils

37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	11	26	14	0	1	0
Percentage	5	20	48	25	0	2	0

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 percentage point.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	293
Number of full-time pupils known to be eligible for free school meals	22

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	63

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	15
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	24	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	16
	Girls	22	22	23
	Total	38	37	39
Percentage of pupils at NC level 2 or above	School	93 (95)	90 (95)	95 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	22	22	22
	Total	37	37	38
Percentage of pupils at NC level 2 or above	School	90 (95)	90 (97)	93 (97)
	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	16	22	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	19	17	19
	Total	30	28	30
Percentage of pupils at NC level 4 or above	School	81 (92)	76 (95)	81 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	14
	Girls	15	18	19
	Total	22	28	33
Percentage of pupils at NC level 4 or above	School	58 (63)	76 (86)	87 (84)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	
Any other minority ethnic group	4

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)	12.2
Number of pupils per qualified teacher	24.8
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	137

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/01
	£
Total income	560,099
Total expenditure	527,050
Expenditure per pupil	1,930
Balance brought forward from previous year	9,967
Balance carried forward to next year	43,016

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	293
Number of questionnaires returned	78
Percentage of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	45	1	1	0
My child is making good progress in school.	58	41	1	0	0
Behaviour in the school is good.	45	54	0	1	0
My child gets the right amount of work to do at home.	26	63	12	0	0
The teaching is good.	51	49	0	0	0
I am kept well informed about how my child is getting on.	47	46	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	33	1	0	0
The school expects my child to work hard and achieve his or her best.	62	36	1	0	1
The school works closely with parents.	50	45	3	0	3
The school is well led and managed.	42	49	1	0	8
The school is helping my child become mature and responsible.	56	38	3	0	3
The school provides an interesting range of activities outside lessons.	27	44	15	4	10

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

80. Provision for the children in the Foundation Stage is very good. The children currently in the two reception classes achieve extremely well, and the children make good progress, whatever their ability. The vast majority of children are on course to meet the requirements of the Early Learning Goals, and a significant number attain standards which exceed expectations. This represents good progress, as most children start the reception year with levels of attainment below expectations. The commitment of high quality staff, including support staff, the very good standards of teaching, and the very good procedures for monitoring children's progress and achievement, make a strong contribution towards the children achieving so well. The planning of the curriculum ensures that the areas of learning are carefully interwoven, with equal balance, so that the children are continually making good progress. Parent-helpers are prepared well, and play a positive role in supporting teachers.

Personal, social and emotional development

81. The personal, social and emotional development of the children in the reception classes is very good. Many of them enter the school with underdeveloped skills in this area of their learning, so teachers ensure that they provide a climate in which children can learn to relate to each other and adults and make good progress. By the time they move into Year 1, most children have exceeded the expectations for the Early Learning Goals in this area of their development. The children are confident in whole-class discussions and enjoy working on their own or in a group. They show much personal independence and self-sufficiency in their ability to find and use equipment, or when tidying up after a lesson, and when preparing themselves for their physical education lessons. Children persevere with their tasks, and many demonstrate an impressive ability to become absorbed in their tasks when not under direct supervision. Those who find this more difficult, and who display more complex behaviour, are supported and guided carefully by teachers and assistants. A very good feature of the children's development is their eager attitude to learning. They listen avidly and are keen to talk about their work and show what they can do. They are beginning to understand the consequence of their actions on others, and are aware of the need for taking turns, sharing equipment and working together.

82. The quality of teaching in this area of learning is consistently very good. Teachers provide very good role models. Every opportunity is used to reinforce this aspect of children's learning whether it is planned or spontaneous. It is also implicit in the daily life of the classes. Teachers have high expectations for behaviour and attitudes and ensure that the children are aware of these expectations. At the same time, they provide a warm and caring atmosphere where children can develop their self-esteem and confidence. Teachers have a very good awareness of those with special educational needs, and they carefully help them to integrate with other children and make progress in their personal development.

Communication, language and literacy

83. Children enter the reception classes with below average skills in communication, language and literacy. They all make good progress and develop their skills for speaking and listening, reading and writing effectively. Most children attain standards that meet the expectations for their age by the time they enter Year 1. All children show much enjoyment when listening to stories and songs, and their listening skills are generally good. They pay good attention to the teacher and follow instructions carefully. They use their developing language to describe what they have learned and to explain their work. Children show a positive enjoyment of books, and are keen to hypothesise about pictures and characters. They point out features they recognise such as speech bubbles. The higher attaining children recognise many key words out of context and read from their books with confidence and fluency, while lower-attaining children have positive self-esteem and show their developing reading skills with pride. All the children demonstrate a good awareness of letters and sounds, and use this knowledge to help them with the words of their reading books. They also well apply this knowledge to their independent writing, where they endeavour, with the utmost

concentration, to use what they know to spell recognisable words. A scrutiny of the work the children have completed over time shows how well the children, whatever their ability, make good progress with their writing skills, with higher-attaining children showing increasing confidence in the use of features such as capital letters and full stops.

84. The teaching of communication, language and literacy is very good overall. The teaching observed ranged from good to very good. Teachers demonstrate good subject knowledge, and this ensures that they are able to provide structured opportunities for children to develop their learning across the curriculum. Teachers have high expectations and the children respond to these expectations, showing an enthusiasm and pride in their achievements. The teaching of basic skills is consistently very good, ensuring that children are receiving a solid foundation on which to build their learning. Very good teaching is exemplified by a calm, working atmosphere, alongside an element of fun and excitement.

Mathematical development

85. Many children enter the reception classes with average levels of mathematical understanding, but there is a significant proportion that is below average. Through the very good opportunities presented to them, all children make very good progress, so that, by the time they enter Year 1, the majority attain standards that are above those expected by the Early Learning Goals. Most count and match competently to 20, and many go further. They count in twos and fives and recognise odd and even numbers. They use their ability to count back to help them with simple subtraction in practical situations. For example, children make 'currant buns' in the sand tray and count how many are left when some are removed. Their ability to calculate, using mental strategies, is developing well, with examples of children reasoning that if 'I had seven, I need three more to make ten.' Through practical activities, their understanding of measure is carefully developed. The higher-attaining children realise that standardised units of length are needed for accurate measuring, while lower attaining children recognise the 'tallest' and 'shortest', and order a set of objects according to size. Their knowledge and understanding across the whole range of mathematical concepts is good.
86. The teaching of mathematics is very good overall, with a range of excellent and good teaching seen. The mental mathematics sessions are stimulating and the teachers make very good use of a variety of strategies and resources to stimulate children's thinking skills, to motivate them and to provide a very good grounding in basic mathematical skills. Group activities link well with what children are learning and help to reinforce concepts taught during whole class sessions. The children show much enthusiasm for their learning, while, at the same time, showing good levels of concentration. Mathematics is also made to come alive, through the good cross-curricular links. In the excellent lesson observed, the teacher used probing questions to extend children's learning, engaged them in worthwhile dialogue, while teaching with firm and friendly management, so that all children remained focused and absorbed in their tasks.

Knowledge and understanding of the world

87. Most children enter the school with a limited knowledge of the world in which they live. They make good progress so that, by the time they enter Year 1, they attain standards which meet the expectations of the Early Learning Goals. During their time in the reception classes, the children broaden their understanding of the world around them considerably. This knowledge and understanding is developed through an interesting and wide range of activities. The children demonstrate a good knowledge of the important features of the local environment, and, through this, extend their early mapping skills. Through carefully planned activities they learn how to use different materials and tools to help them with designing and creating models. For example during the inspection children were observed using different sized boxes and objects, plus joining techniques, to make their own vehicles. They used the mouse on the computer to map a town layout and created pictures of vehicles using mathematical shapes. Photographic evidence and children's previous work shows a good range of topics have been taught, supported by worthwhile visits. This all provides good preparation for children's learning in the subject areas of the National Curriculum as they enter Year 1.

88. The teaching in this area is good overall, with a very good lesson observed. To encourage independent learning, teachers organise a good range of activities for children to explore and investigate, creating a busy atmosphere. Teachers and support staff use time well to support specific individuals and groups, using effective demonstration and questioning to help the children in their learning. In a very good lesson observed, the teacher stimulated discussion and encouraged children to develop a range of skills across the areas of learning, as well as giving encouragement to work together and respect the efforts of others.

Physical development

89. The children make very good progress in their physical development and, by the time they enter Year 1, have attained standards which are above those expected for their age. They are already aware of the importance of warming up before exercise, and are becoming aware of how exercise can affect the body. They know how to move in different ways, using different parts of their body, and are developing good bat and ball skills. When using the outdoor climbing equipment and wheeled toys, they show very good control, balance and dexterity. Children's language skills are also developed successfully in the lessons, as is their personal and social development. Within the classrooms, children handle pencils, paints, scissors and small tools with increasing confidence and dexterity and show good control.
90. The teaching of this aspect of children's development ranges from good to excellent and is very good overall. Teachers manage the children extremely well and ensure that in the physical education lessons all children are aware of features of health and safety. Teachers provide explicit guidance, and also very good learning opportunities, so that children can fully explore movement and space. Children respond to teachers' expectations with concentration and perseverance. In an excellent lesson seen, the teacher's considerable expertise ensured that all children were given ideal opportunities to learn at their own rates. Valuable support is provided by the teaching assistant, particularly when the children use the outdoor play area.

Creative development

91. The children develop sound skills and achieve the expected levels of attainment in their creative development by the time they enter Year 1. When painting, children are confident and produce bold and colourful images. They attempt to capture the elements of the stories they learn in literacy, or of what they are learning in other areas. They have an awareness of pattern and create attractive designs using a range of objects for printing. There are good links made with other areas of learning such as the making of masks for a performance of 'Noah', and the children's awareness of the world around them is heightened by observational drawings. Opportunities for role-play, which is linked with current topics, are also used to develop children's imagination and creative thinking. However, many of the artistic activities lack scope for real creativity. This was exemplified by the creation of a texture wheel, which was a structured and guided activity, and provided limited opportunities for children to explore and create their own texture pictures for themselves. When singing, children join in with good pitch and timing, using actions confidently. They demonstrate a good awareness of fast and slow and many of them can follow a beat when using percussion instruments. In musical activities children show how well they can work together as a group.
92. The quality of teaching is good overall, and ranges from satisfactory to very good. The very good teaching observed lay with the teaching of music, which allowed for the development of children's creativity alongside the learning of musical skills. Teachers plan carefully for the creative area of development and the displays indicate that a wide range of media and techniques are used to broaden the children's experiences.

ENGLISH

93. Pupils attain standards that are in line with those expected nationally at the end of Years 2 and Year 6. This shows that standards overall have been maintained at the level reported at the last inspection. Pupils attain higher standards in reading than in writing. This comparison is more marked in Years 1 and 2, where more pupils reach a higher reading level. Girls' attainment is higher than that of boys, particularly in writing, throughout the school. The school's very thorough analysis of pupils' attainment has led to several appropriate strategies for improvement. For lower-

attaining pupils in Year 1, a short daily programme of intensive literacy support is helping to improve their understanding. Teaching reading outside the literacy hour now allows more time for developing writing skills. The grouping of pupils in Years 4, 5 and 6 for literacy, according to ability, enables teachers to plan more closely to extend the learning of both higher- and lower-attaining pupils. Each of these measures is beginning to show positive results. All pupils make satisfactory progress in each aspect of the English curriculum. Pupils with special educational needs are well identified and receive good support both in class and in withdrawal groups. This helps them to make good progress. The effective contribution of learning support assistants ensures that all pupils are fully included in learning.

94. Pupils achieve satisfactory standards in speaking and listening. Discussions in pairs and in small groups are planned to encourage pupils to listen to each other. By the end of Year 2, most pupils are good listeners and follow instructions well. Teachers are conscious of the need to extend pupils' speaking skills to encourage use of a wider vocabulary. Good opportunities are planned in each area of the curriculum for pupils to listen, to ask questions, express opinions and give explanations. For example, effective teaching helped pupils in Year 1 to express questions in different ways, when asking about seaside holidays in the past in a history lesson. By the end of Year 6, most pupils speak clearly and confidently in pairs and when presenting their work to the class. Teachers use questions appropriately to assess pupils' understanding in lessons, but, when the pace is too rapid, pupils answer very briefly. This helps to maintain pupils' interest and attention but does not always give them time to develop their explanations.
95. Standards in reading are average by the end of Year 2. Pupils enjoy reading and most talk enthusiastically about books they have read. Their written book reviews show a satisfactory understanding of the main events and characters in a story. Higher-attaining pupils read fluently, with good expression and attention to punctuation. Lower-attaining pupils use letter sounds successfully to build up unknown words. Average and above-average readers know how to locate information from a book index, or contents page and understand that the library books are colour coded according to subject matter. Well-organised research tasks help the more able pupils to discover specific facts from books and Encyclopaedia CD-ROMs. Pupils make sound progress throughout Years 3 to 6 and maintain reading standards that are average. Most pupils have a positive attitude to reading for pleasure. They read from a range of different books and talk about their favourite authors, such as Jacqueline Wilson and J.K. Rowling. Although pupils know how to locate information from the school library, this facility is not used sufficiently for pupils to develop independent research skills. Pupils are gaining good experience, however, at obtaining and using information from computer data.
96. Pupils' standards in writing are average by the end of Year 2. Their developing use of joined handwriting shows that this style is regularly taught and practised. Most pupils make satisfactory progress in recognising simple spelling patterns. Lower-attaining pupils attempt unknown spellings phonetically, making good use of their knowledge of letter sounds. The collation of pupils' writing in attractively bound books helps them to take pride in their achievements and to read each other's work. Pupils' writing about a visit to the War Memorial shows how they learn to structure their sentences by using words such as 'next', 'meanwhile' and 'finally', to indicate a sequence of events. They begin to use suitable adjectives and punctuation to create interesting descriptions, such as 'golden, creamy' cat's fur and a 'tall, bushy' Christmas tree.
97. By the end of Year 6, pupils' standards in writing are average. Thorough teaching of joined letter formation means that pupils now write in a consistent joined style. This shows an improvement on presentation standards since the last inspection. Pupils with special educational needs benefit from opportunities for additional handwriting practice once a week. Younger pupils' satisfactory spelling of most commonly used words shows that action taken to improve standards in spelling is beginning to prove effective. Older pupils' spelling, however, still shows a lack of knowledge of many spelling rules and careless copying. Dictionaries are available in each class, but pupils do not regularly refer to them. Pupils make good progress in note-taking from the main points of printed or computer text. Teachers' concerted effort at developing pupils' use of interesting vocabulary, and writing for different purposes results in some interesting descriptive work. Using the framework of a poem by Harold Munro pupils show their developing use of colourful adjectives. They describe 'sparkling crystals from the pouring winter's rain', 'gleaming icicles from the icy cave' and 'frozen fire from the sun'. In one lesson, listening to African vocal music and discussing

pictures and lifestyle from 'Nnenna and Mrs Ezelu' led to some perceptive descriptions from the lower ability set. One boy wrote about 'elephants' ears like giant wings, just like the plane in the sky.' Another boy's description of the heat included 'I smelt nothing but hot air'. Although pupils learn to use a range of punctuation marks, few use more than basic punctuation to add variety to their writing.

98. The quality of teaching and learning is good with a small percentage of very good teaching in Years 3 to 6. This was evident in a lesson with very well focused questions and stimulating visual and musical input. As a result, the lower-attaining pupils in Year 4 were very well motivated to offer thoughtful answers and achieve a good standard of descriptive writing. Occasionally, when teachers' introductory sessions go on for too long pupils are not able to participate actively and attention lapses. The strengths in the most effective lessons are the good pace and a suitable balance of tasks, which help to maintain pupils' interest and sustain concentration. Good examples of pupils' verbal and written explanations in other subjects confirm the effectiveness of the teaching in the literacy hour. Carefully planned tasks, requiring pupils to work in pairs, encourage pupils to listen and to take each other's views into account. This helps them to gain confidence in expressing their thoughts. Assessment of pupils' attainment is very good. Teachers use their knowledge of pupils' different rates of progress to plan appropriately for the next stage of learning. Teachers closely observe and provide more challenging tasks to extend the learning of higher attaining pupils. Class assistants give a good level of support to pupils with special educational needs and those needing more individual help. Teachers' marking, although usually constructive, does not always identify precisely how lower attaining pupils can improve.
99. The leadership of the subject is very good. Very thorough analysis of pupils' attainment, together with regular monitoring of teaching, has enabled the school to identify key areas for development. This has led to a well-focused action plan and good strategies for raising standards. These are well incorporated into teachers' lesson plans. As a result, spelling, boys' writing and descriptive vocabulary are each beginning to show signs of improvement. Lessons in the information and communication technology suite facilitate the continued good progress in computer learning. The information and communication technology suite has been established in half of the former library and the resulting reduction in size of the library is a concern to several parents. Inspectors believe this concern to be unfounded and the school still has a library of reasonable size that is well stocked.

MATHEMATICS

100. The standards achieved by pupils in mathematics have risen since the last inspection, and many aspects of the way the subject is taught have improved. Results in National Curriculum tests at the end of Year 6 have been above the national average for the last three years, for both boys and girls, and the overall trend since the last inspection has been one of improvement. At the time of the last inspection, the percentage of pupils achieving a level higher than expected was close to the national average, but the report indicated that the higher-attaining pupils had insufficient opportunities to extend their abilities to their full potential. This is no longer the case, as the percentage of pupils achieving the higher level is now well above the national average and this represents a significant improvement over time. All pupils, including those with special educational needs, make at least satisfactory progress through the school and many make good progress. The quality of the teaching remains good and the decision to place older pupils in groups of similar ability for mathematics allows teachers to plan and deliver work effectively. Assessment procedures are very much better, and enable the school to see how well individuals and groups of pupils are progressing.
101. Standards at the end of Years 2 and 6 match the national averages and are significantly higher than those achieved by pupils at the time of the previous inspection. The higher-attaining pupils achieve well and the percentage of pupils in Year 2 reaching a level higher than expected is rising. The unconfirmed results of the 2002 National Curriculum tests indicate that this improvement has been maintained by the pupils currently in Year 2. The quality of teaching throughout the school is having a good impact on pupils' progress and improved assessment procedures enable teachers to provide work, which is clearly targeted to the needs of individual pupils.

102. By the end of Year 2, most pupils have a sound understanding of number. They add and subtract numbers up to 100, using various methods with reasonable confidence. They know how to count in multiples of two, five and ten. Pupils use their numeracy skills to solve number problems, for example, by working out how many wheels there would be on five cars. They have a sound understanding of shape, space and measure and can describe accurately the properties of simple two-dimensional and three-dimensional shapes. In one lesson, for example, most pupils in Year 2 were able to identify and count the faces and corners of cubes, cuboids and pyramids. They are learning to measure using standard and non-standard units. When working with weights, they understand concepts such as 'heavier than' and estimate weights in kilogrammes. Pupils know how to collate data and produce simple tally charts and bar graphs. At the time of the previous inspection, it was felt that there was insufficient time given to problem solving activities and although this remains a weaker element of the curriculum in mathematics, some opportunities are provided. For example, pupils in Year 2 have been given opportunities to predict outcomes of investigations and to check their results, such as in the use of dice to predict the likelihood of odd and even numbers being thrown. Because the teachers have a good awareness of pupils' differing abilities, and provide work that is targeted to the needs of individuals, all pupils make good progress in their learning. The more able pupils display much greater confidence than other pupils in their handling of numbers, performing more complex calculations using larger numbers and in identifying and classifying regular shapes. A minority of pupils, particularly those with special educational needs, have difficulty in developing their understanding of number to the expected level, but these pupils do make progress, due largely to the help of the good support staff.
103. By the end of Year 6, most pupils have progressed satisfactorily in their understanding of number, demonstrating the ability to add, subtract, multiply and divide using a variety of different methods both on paper and in their heads. They work confidently with fractions and decimals and have a sound understanding of the language of probability. In their work on shape, space and measure, they calculate the area and perimeter of regular shapes, such as rectangles and triangles, and use the radius to work out the diameter and circumference of a circle. They correctly identify acute, obtuse and reflex angles. The more able pupils demonstrate much greater confidence in their handling of numbers and show greater skill in applying different methods to carry out their calculations in the most effective way. A small group of higher-attaining pupils in Year 6, for example, was able to perform complicated mental calculations, which involved substituting letters for numbers. The weakest aspect of pupils' work throughout the school is the use made of information and communication technology. Some effective use is made of integrated learning software to help pupils develop their mathematical skills, such as when pupils in Years 1 and 2 use a paint program to produce symmetrical patterns and data software to produce bar charts to sort by eye and hair colour. However, insufficient use is made of information and communication technology as a tool for learning in mathematics.
104. The development of mathematics has received a high priority since the last inspection, and the impact of the initiatives undertaken by the school has been positive. The implementation of the National Numeracy Strategy has been particularly beneficial in providing a clear curricular structure for teachers and in helping them to develop more effective teaching methods than were seen during the last inspection. Greater attention has been given to monitoring the way the subject is taught and the standards pupils achieve, and this has helped the school to gain a clearer understanding of its own strengths and weaknesses. Procedures for assessment have improved, and test results are analysed carefully to identify any areas of weakness. The school's analysis has also highlighted the need to spend more time on helping pupils to apply their numeracy skills to real-life problems. The decision to group older pupils into ability sets for mathematics is popular with the teachers and has had a positive impact in raising standards of attainment within the school, as it enables work to be targeted appropriately. As was found at the time of the last inspection, the quality of teaching is good overall and with instances of very good teaching in Years 3 to 6.
105. In the most successful lessons, the teachers help pupils to think about what they are doing and to develop the ability to work things out for themselves. These lessons are well structured, providing pupils with a range of activities that are matched well to their individual needs. In a good lesson in Year 4, for example, all pupils made good progress in developing their understandings of angles and direction, because the teacher provided them with opportunities to carry out practical activities at the start of the lesson and then taught them appropriate strategies to help in deciding whether to move in a clockwise or anti-clockwise direction. This very good lesson had strong links to other

subjects in the curriculum, particularly with the orienteering activities that the pupils had experienced in their earlier physical education lesson.

106. Most teachers use time effectively. Almost all lessons begin with an effective oral activity that is usually well delivered with good pace. Teachers often set activities with time challenges and pupils respond to these challenges with great enthusiasm. When pupils undertake individual or group activities, they are usually given a clear indication as to how long they have in which to complete each part of their work. Timely reminders helped to focus pupils' attention, with the result that all pupils make good progress during the lesson. In the good lessons, teachers provide extension activities for pupils who complete their allotted task before the end of the lesson. In almost every lesson, the teacher makes pupils aware of the objectives before commencing and revisits those objectives at the conclusion of the lesson. This enables pupils to judge their own progress over the lesson and allows the teacher to assess whether the objectives have been achieved successfully.
107. The behaviour of the majority of pupils is good and often very good. Pupils enjoy their numeracy lessons and a recent survey carried out, within the school, indicated that for the majority of pupils, mathematics was their favourite lesson. Pupils work well as individuals and in pairs, maintaining concentration and sustaining interest. A small number of pupils, particularly some in Year 2, behave less well and teachers have to work hard to ensure that the behaviour of these pupils does not adversely affect the ability of others to concentrate on what they are doing. The good support given by learning assistants helps to ensure that this does not happen.
108. The management of the subject is good. The co-ordinator has made a significant impact in ensuring that standards of attainment have risen and continue to rise throughout the school. She has carried out a careful analysis of pupils' performance and acted to address any weaknesses that have become apparent, such as in the area of problem solving. She has implemented assessment procedures, including tracking pupils' progress and all pupils now have individual or group targets. The co-ordinator has monitored teaching systematically, led in-service training and provided curriculum information evenings for parents. She has a clear plan for future development that includes a commitment to develop the use of information and communication within numeracy lessons.

SCIENCE

109. There has been a considerable fluctuation of standards year by year since the last inspection, with last year's National Curriculum test results at the end of Year 6 being well below the national average. However, standards have risen considerably this year, as a result of the good emphasis on the development of scientific skills throughout the school, and the good teaching in Years 3 to 6. The standards attained by pupils at the end of Years 2 and 6 are, currently, on course to meet the expected standards for the age, with a larger proportion of pupils achieving levels higher than expected. A thorough analysis of the 2001 test results highlighted strengths and weaknesses and this information has been used well to adjust the focus of lessons to address the weaknesses. This has had a positive impact on standards. However, there is no clear overview of attainment throughout the school, as there are no formal assessment procedures to enable teachers to track pupils' progress. This hinders further improvements in standards. Although pupils make satisfactory progress throughout the school, there is a lack of extra challenge for the most able, as all pupils are given the same tasks. Pupils with special educational needs do not always receive the necessary support with recording so work is often not completed. This adversely affects the progress that these pupils make.
110. Pupils' scientific skills are being developed systematically throughout the school. Although pupils use their predicting skills confidently, the notion of fair testing is not so well developed. Pupils in Years 1 and 2, for instance, do not recognise the need to keep things fair, and, when investigating the necessities for growth, pupils in Year 2 do not identify the different variables, or set up controls. Pupils in Year 5 are beginning to use the information gained from an investigation to make informed conclusions, which helps their understanding of scientific principles. Pupils in Year 6 know the life cycle of a flowering plant well, and the more able pupils know that plants photosynthesise and explain this process satisfactorily.

111. The quality of teaching and learning is satisfactory in Years 1 and 2 and good in Years 3 to 6 with some very good features. Teachers' planning has improved since the last inspection, and a variety of activities is planned, emphasising the need for pupils to learn through practical experience. However, the same activities are planned for all pupils, with little difference to match the varying age and abilities in a class. There are, therefore, missed opportunities for the higher-attaining pupils to extend their learning. In the best lessons, teachers use questioning very well to probe and enhance pupils' understanding, and good use is made of assessment during the lesson to ensure that all pupils understand and learn. For example, in a Year 4/5 lesson when pupils were investigating evaporation and condensation, the teacher encouraged pupils to use precise scientific language to explain what they saw and why this was happening. This was a good opportunity for pupils to apply their literacy skills. In these lessons pupils show curiosity and an enthusiasm for science and want to learn, but there are some pupils, particularly in Year 2, who do not have these positive attitudes, and this disruptive behaviour impedes their learning.
112. The co-ordinator has recently been appointed, and he has had little opportunity to manage the subject and monitor the quality of teaching and learning. However, his strong leadership is already helping to raise the profile of science throughout the school. There is a lack of science display throughout the school, suggesting that it lacks the status of the other core subjects. The co-ordinator shows good leadership through leading by example, encouraging staff to ensure that the pupils learn through practical activities, and the display in his class gives a good example of the skills needed to carry out an investigation. The mixed-age classes pose problems for the delivery of the subject, but the co-ordinator is aware of this, and the curriculum topic cycle is examined annually to accommodate the different ages, ensuring that pupils receive full coverage by the time they leave the school. The lack of formal assessment procedures means that teachers have no clear idea of what the pupils know and understand. No predictions about forthcoming standards are made, and the lack of tracking of pupils' progress results in teachers being unable to see if individual pupils are attaining as they should. Information and communication technology is used well to support pupils' learning in science. Software packages are used to present data using different graphs and charts. Sensors are used well to check data about things such as changing temperatures. Opportunities to record data in various ways enable pupils to make satisfactory use of their numeracy skills.

ART AND DESIGN

113. One lesson was observed during the inspection. However, evidence from displays of work and pupils' portfolios show that pupils achieve expected standards by the end of Years 2 and 6. This shows satisfactory progress in pupils' drawing and painting skills, using the basic resources available. Where necessary, teachers provide suitable tools and tasks for pupils with special educational needs and different abilities. This helps them to make good progress. Standards are similar to those reported at the last inspection.
114. Pupils' work is attractively displayed, sometimes effectively illustrating learning in other subjects. Work is mostly representational, showing carefully observed natural objects, self-portraits or colourful patterns and prints. These demonstrate competent handling by pupils of pencils and brushes to create colour, line and tone. Interesting visits from a cartoonist and a local artist are helpful in extending pupils' awareness of a wider range of art experience. Pupils' subsequent watercolour paintings show satisfactory observation of style and technique. The recent introduction of sketchbooks and class portfolios gives teachers and pupils a greater awareness of achievements and progress. There are additional opportunities for pupils with a special interest or ability in art. At a weekly art club, for instance, a small group of pupils examined an Indonesian batik and consulted library books for Asian art ideas before preparing their own print impressions.
115. The quality of teaching is satisfactory overall. Curriculum plans and pupils' work show that lessons are suitably planned with clear learning objectives. This results in satisfactory use of materials, but does not show sufficient development of pupils' creative skills or offer a sufficiently wide range of interesting experiences. An example of good teaching showed how a thoroughly developed sculpture design topic has evolved. This involved pupils in researching, designing and making a tinfoil model for a sculpture for the school field. Pupils' very detailed design sheets include Internet research and printouts of virtual sculptures illustrating three-dimensional form. Carefully planned opportunities for sharing ideas, and evaluating finished models, helped to extend pupils' descriptive

and explanatory vocabulary. Good on-going assessment is evident in lesson planning related to pupils' understanding of earlier work. However, a more detailed assessment of pupils' skills and understanding is still to be implemented in order to show, more clearly, how pupils' skills can be developed.

116. Leadership of the subject is satisfactory. The newly appointed co-ordinator is enthusiastic and knowledgeable about art, with a particular interest in developing pupils' three-dimensional work. She has a good understanding of the subject's needs, but no opportunities to monitor art lessons or to obtain a more interesting range of resources. Consequently, the co-ordinator's influence is insufficient to share good practice and introduce new ideas. However, good evaluation of curriculum and resources shows that the potential for further development of this role is good. As reported at the last inspection, the school lacks sufficient pictures and artefacts to stimulate pupils' imagination.

DESIGN AND TECHNOLOGY

117. At the end of Year 2, the standard attained in design and technology is in line with national expectations. At the time of the previous inspection, standards at the end of Year 6 were unsatisfactory, and pupils' progress was also judged to be unsatisfactory. Standards have improved since the previous inspection and pupils' attainment is now in line with national expectations. Throughout the school, most pupils achieve satisfactorily in relation to their prior attainment. Pupils with special educational needs and higher-attaining pupils also make satisfactory progress. Those with special educational needs, including those whose behaviour is not always as it should be, are carefully supported to enable them to participate fully in lessons.
118. Pupils in Years 1 and 2 are introduced effectively to the processes of planning, designing and making. They learn to draw and plan their ideas appropriately, over a range of topics, before they progress to making what they have designed. For example, pupils in Year 1 plan a fruit or vegetable salad. Their designs show that, having learned the constituents of a salad, they can transfer their ideas to paper and then put these plans into action. They also become aware of the importance of hygiene from these activities. Pupils in Year 2 design their own vehicles, and many of these show their developing imagination and a sound generation of ideas. When constructing the vehicles, pupils show that they know how to handle tools safely. They also choose appropriate materials to enhance their vehicles, such as cellophane paper for windows, and matchsticks for windscreen wipers. However, the opportunities to test their own ideas and to practise skills for making and joining are limited. There are missed opportunities for pupils to take responsibility for what they are constructing, and for making their own decisions and choices. Their previous work on designing a coat for 'Joseph' shows a good blend of opportunities for designing and the use of skills for making the end product.
119. Pupils in Year 3 to 6 continue to make satisfactory progress in the designing process, and in the investigation of a wide range of purposes for designing. They acquire appropriate knowledge in the use of tools and materials, and this is evident in the products they make. Pupils in Years 3 and 4, for example, investigate the use of pneumatics, then use the knowledge gained to make their own monsters. Pupils in Years 5 and 6 follow through their designs to make slippers, carefully building on their ideas. Displays and work of the pupils currently in Years 5 and 6 shows that there has been greater focus on skills this year, but, overall, this area shows only satisfactory improvement since the previous inspection. At times, throughout Years 3 to 6, finished products lack exciting quality.
120. The quality of teaching observed during the inspection was good overall. In the good lessons seen, teaching was successfully based on the structured planning of a topic. What pupils should learn was carefully matched to their previous experience. This gave good opportunities for pupils to increase and to practise their skills over time, alongside the interpretation of their design ideas. The satisfactory teaching is characterised by limited opportunities for pupils to boldly explore, construct, and make their own mistakes. Materials are prepared for them, and they are over-guided on adding the finer points to what they are making. Overall, teachers manage the pupils well. This was particularly in so in a lesson with pupils who had difficulty in conforming to the expectations for behaviour. The behaviour of this minority impinged on learning time, but was handled with calmness and patience so that these pupils became involved in the lesson. Older pupils work effectively together, sharing ideas and talking about their work. Teachers' planning shows that a

good range of topics is planned within the subject. However, at times the end result of what pupils achieve in their making indicates cautiousness by some teachers. In planning and evaluating their work, teachers encourage pupils to use their literacy skills well, and there are some good examples of pupils' detailed instructions and information. Similarly, within both the design and making processes, pupils have good opportunities to use mathematical knowledge such as measurement. Good use is made of teaching assistants and parent helpers, who are well prepared by teachers prior to the lesson.

121. The designate co-ordinator's role will be fully adopted in September. The curriculum for design and technology is currently based on nationally recognised guidelines, and the designate co-ordinator recognises the need to evaluate its use and adapt it to the needs of the school. She has developed an action plan, with suitable priorities, and has sufficient expertise to ensure that further improvements are made in the subject. Assessment is at an early stage of development and not yet sufficient to identify strengths and weaknesses in pupils' learning and achievement. Resources are adequate, although some items need renewing.

GEOGRAPHY

122. At the time of the previous inspection, standards of attainment were judged to be above the national expectations at the end of Year 2 and in line with national expectations at the end of Year 6. It was only possible to observe one lesson in Years 1 and 2, during the course of this inspection, and judgements are based predominantly on discussions with pupils, looking at their work and displays around the school, and a discussion with the subject co-ordinator. Standards of attainment are now judged to be in line with national expectations at the end of both Years 2 and 6 and all pupils, including those with special educational needs, make satisfactory progress. The apparent decline in standards at the end of Year 2 may be attributed to the increasing emphasis given to the core subjects of English, mathematics and science, which has decreased the teaching time available for other subjects.
123. Teaching is satisfactory in Years 1 and 2, and ranges from good to very good in Years 3 to 6. Teachers benefit from a comprehensive policy and scheme of work for geography, which is based on a national programme of work and contains a clear structure for developing pupils' knowledge, skills and understanding. It takes appropriate account of provision for mixed-aged classes. In Year 2, pupils study their immediate environment, by following a picture trail around the locality, and many can contrast their locality satisfactorily with other parts of the world. In one lesson in Years 1 and 2, pupils were able to quickly identify Bristol on a map of the British Isles, and the British Isles on a map of the World. They developed their knowledge of places, when discussing the differences between hot and cold climates, and most were able to identify and suggest appropriate clothing for different parts of the world. The lesson was well planned and contained good opportunities for pupils' speech and language development. However, when presented with a range of travel brochures, some pupils found it difficult to share resources and this restricted their progress. Pupils' past work indicated that they make good use of information and communication technology and many were able to recall, in great detail, a virtual tour of Southport that had been based on the Internet and a slide show. Pupils have produced very attractive display books in which they logged the world-wide travels of 'Barnaby Bear', and these made a significant contribution to both pupils' geographical awareness and their cultural development. The scrutiny of pupils' books reveals that most pupils develop good mapping skills. They use symbols to represent weather conditions, draw maps, and use an appropriate key. Writing opportunities, such as the letters that pupils had written home, from the Island of 'Struay', make a significant contribution to the development of their literacy skills. Care is not always taken by teachers to ensure that work is appropriate to all levels of ability for, at present, all pupils tend to undertake the same task within each lesson.
124. At the time of the last inspection, the quality of teaching in Years 3 to 6 was said to be sound and pupils were not always encouraged to improve upon the standards reached. Teaching is now judged to be good, and sometimes very good, and this is starting to have a positive impact on pupils' standards. Teachers have good subject knowledge and provide a good range of resources for the subject. In a lesson in Year 3, for example, pupils responded positively to a range of good-quality photographs that enabled them to identify the main employment, living conditions and geographical features of an Indian village and then compare and contrast them to those found in

Bristol. The curriculum also affords the opportunity for pupils to develop their skills of enquiry, through information and communication technology, by visiting a range of useful websites and pupils in Years 5 and 6 have produced multi-media presentations on a range of geographical topics, such as mountainous environments. Work in geography is often linked to other subjects. A physical education lesson in Year 4 contributed to the development of pupils' orienteering skills and pupils in Year 5 have carried out a traffic census, based on the use of the nearby ring road, before producing written arguments about the advantages and disadvantages of road development. These sorts of opportunities ensure that the subject makes a satisfactory contribution to pupils' overall literacy skills. However, some areas of the geography curriculum remain under-developed. Although pupils in Year 6 have an awareness of environmental issues, such as conservation and pollution, they are not yet able to clearly express their own views about environmental change and there is limited evidence of information being used effectively to inform discussion on local issues, or of pupils engaging in debate. Pupils with special educational needs make satisfactory progress, although the work set does not sufficiently take into account the range of abilities.

125. All teachers provide opportunities for curricular enrichment, such as through their good use of educational visits. Pupils in Year 1 visit Weston-Super-Mare as part of their work on the seaside; pupils in Years 3 and 4 visit Cirencester to support their work on Roman settlements and, in Year 6, pupils participate in a residential camp, which enables them to develop their skills in orienteering and other outdoor activities.
126. The management of the subject is good. Although the current co-ordinator has only been in post for two terms, he is a subject specialist and has already carried out an audit of the subject. He has developed a new policy statement and an action plan that identifies the need to develop assessment procedures, monitor teaching, and review and amend the current range of topics. He is also aware of the need to ensure that work matches the needs of all ability groups of pupils more closely.

HISTORY

127. As it was only possible to observe three lessons during the course of the inspection, judgements are based predominantly on discussions with pupils, studying their work, looking at displays and an interview with the history co-ordinator. The last inspection report indicated that pupils' attainment was in line with expectations at the end of Years 2 and 6. Pupils' attainment is now judged to be at a similar level and the progress of pupils, including those with special educational needs, is judged to be satisfactory.
128. The historical knowledge and understanding of most pupils is typical for their age and most are able to link different periods of history. Pupils in Year 6 know of the lifestyles of people from ancient Britain and how life in Britain has changed since the Second World War. They are aware that aspects of the past can be studied through the use of archaeological evidence, such as pictures, written accounts and photographs, and pupils in Years 3 to 6 can distinguish between primary and secondary evidence. In most classes, the provision of time-lines helps pupils to develop a sense of chronology.
129. Pupils in Years 1 and 2 begin to develop a sense of history by studying how modern toys are different to those from the past. Pupils have developed a timeline using a range of teddy bears from the past and present and in handling and discussing these toys, they were being encouraged to develop their speaking and listening skills. In Year 2, pupils are able to recount the main events surrounding the Great Fire Of London, whilst pupils in Year 1 identify different forms of transport such as a penny-farthing and a horse and carriage. Good use of historical artefacts, particularly photographs, is a strong feature of the history curriculum and contributes to pupils' language development and literacy skills. The curriculum affords good opportunities for pupils to develop their literacy skills, such as when pupils in Year 2 imagined that they were Florence Nightingale and wrote letters describing conditions within the hospital at Scutari. Some of this writing was of a very good standard and most was legible and neatly presented. In Year 2, pupils develop their knowledge of important events and people from the past and their books contain evidence of studies of the life of Florence Nightingale, Guy Fawkes and Samuel Pepys. Local history forms an important part of the curriculum and, in Year 1, pupils visit Warmley Cenotaph as part of their local studies. History is often linked to other areas of the curriculum, for example, when pupils use the

computer to develop pictures of the Great Fire Of London, as well as visiting the Internet to find out about the seaside in Victorian times.

130. Pupils in Years 3 to 6 study a range of historical topics and further develop their awareness of the passage of time. Pupils in Years 3 and 4 make a detailed study of Roman times, which includes a visit to the Corinium Museum in Cirencester, during which pupils dress as Romans and experience Roman life. History is often linked to other areas of the curriculum. For example, pupils in Years 5 develop their literacy skills by writing newspaper reports, detailing the forthcoming marriage of Henry VIII, whilst, in Year 4, pupils word process letters from the perspective of both Romans and Celts, as part of their study of invaders and settlers. Although pupils, including those with special educational needs, make satisfactory progress throughout Years 3 to 6, there needs to be a greater match between the work planned and the varying range of abilities, as, at present, most pupils within each class undertake the same tasks.
131. Teachers have secure knowledge of the subject and are assisted by a comprehensive policy and scheme of work that takes account of mixed-aged classes. They make good use of visits and visiting speakers to enrich the history curriculum. For example, pupils in Year 2 visit the local village as part of their study of local history topic and invite a grandfather into school to talk about his memories of the First World War. They make appropriate use of information and communication technology, by visiting a range of useful websites and using CD ROMs, including one to support their seaside topic, to assist in developing their research skills. This makes a positive contribution to pupils' historical awareness.
132. In the two lessons observed in Years 1 and 2, teaching was judged to be satisfactory in one and very good in the other. The very good lesson was seen in Year 1 and was the result of good planning and the provision of a range of appropriate resources. Pupils were encouraged to ask one of their classmates who had recently been to the seaside a range of questions and this led to a variety of topics being explored, including transport, clothing, and entertainment. During this lesson, the very good teaching helped pupils to develop their research skills and all made very good progress. The only lesson seen with older pupils was judged to be good when pupils in Years 5 and 6 used extracts from the School Log Book to develop their skills of enquiry and to understand and appreciate the passage of time. At the time of the last inspection, pupils' attitudes to history were described as positive and this remains true for the majority of pupils. The progress of many pupils is enhanced by a willingness to carry out their own research projects. One pupil in Year 2, for instance, was keen to share some voluntary homework about the Great Fire Of London, whilst, in Year 6, pupils produce attractive and well-developed research projects about the Second World War. Pupils' written work is generally well presented and they are encouraged to take a pride in their work.
133. The management of the subject is good. Although only recently appointed, the enthusiastic co-ordinator has already developed new assessment procedures and purchased improved resources, including some designed specifically to support pupils with special educational needs. She has developed an action plan for the subject and is aware of the need to ensure that the new assessment procedures are implemented systematically, that teaching is monitored, and that the work is sufficiently differentiated to cater for the needs of pupils of all abilities.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. At the time of the last inspection the school was failing to deliver all the required elements of the National Curriculum programme of study. Pupils' standards were often good in the areas they studied, but the range of skills was not broad enough. There has been good improvement that has resulted in standards exceeding expectations by the end of Year 2, and matching expectations by the end of Year 6. This improvement has been achieved by developing resources and establishing a computer suite large enough for class lessons. A broad and balanced programme based on good whole-school curriculum guidelines is now taught and the training of teachers has increased their subject expertise and confidence. Particularly significant has been the appointment of a knowledgeable subject co-ordinator who has quickly had significant impact on the quality of teaching and the raising of pupils' standards.

135. By the end of Year 2, pupils use the mouse control and keyboard accurately and acquire a range of basic technological skills. Alongside skill development, computer use is frequently linked to other subjects, such as literacy, mathematics, art, history and geography. For example, in Year 1 and 2, pupils show confident use of an art program to produce their own pictures in the style of Jackson Pollock. Colourful symmetrical patterns reinforce pupils' mathematical knowledge well. Pupils in Year 2 have a good understanding of a computer's use for data handling, entering the information that enables them to produce bar charts of the frequency of eye and hair colour of pupils in the class. Integrated into such activities are basic skills, such as saving and printing work that all pupils, including those with special needs, complete correctly. In Year 2, pupils' knowledge is above the expected level when related to how instructions can be entered to control a programmable floor robot so that it completes a defined pathway. They also frequently use a digital camera to record the work that they do in various subjects. The wide range of experiences that pupils have in Years 1 and 2 develops a very good understanding of information and communication technology's use as a tool to help their learning.
136. Between Years 3 and 6, pupils make good progress. Older pupils have been provided with good opportunities to catch up on aspects of the subject that were not covered when they were younger and, by the end of Year 6, their knowledge, skills and understanding are securely in line with national expectations, with a significant number of pupils starting to achieve above those expectations. In one lesson in Year 6, pupils showed good understanding of computer control of events, when they tested flowcharts that they had produced for setting procedures to operate traffic lights. As they entered procedures into a computer, they recognised errors in original flowcharts, amended instructions, and the higher-attaining pupils applied their learning successfully in order to program far more complicated procedures. Pupils in Years 5 and 6 make good use of information and communication technology in other subjects, such as a word-processed, modern re-telling of the outline story of 'A Midsummer Night's Dream'. They produce graphs of the results of scientific investigation of pulse rates that are incorporated into well-produced booklets, with imaginative display of text and graphics. A pupil demonstrated confident use of a digital camera as he recorded pupils Maypole dancing.
137. The quality of teaching and learning is good throughout the school. The strengths are in the direct teaching and reinforcement of skills taking place in a focused session each week. Adequate opportunities are provided during other lessons to enable pupils to put their ideas into practice. Teachers and teaching assistants are confident in their knowledge of computing and plan good links with most other curriculum subjects. Pupils work successfully individually and in mixed-ability and gender groups and this successfully promotes their social and moral development. Teachers promote pupils' good attitudes to the subject well and, as a result, pupils enjoy using computers and other technological equipment. All pupils are highly motivated by the developments in the subject and discuss their work enthusiastically. The good financial investment in resources has had a positive impact on pupils' learning, which has benefited considerably from the greater opportunities for pupils to work regularly on computers.
138. The subject co-ordinator has very quickly had excellent impact on the subject's development since appointment in January 2002. Her very good leadership of teaching and support staff is enabling them collectively to raise pupils' standards rapidly. Management of the subject is good overall, as monitoring of the subject has not yet included observation of teaching although this is scheduled as part of school development planning. The co-ordinator has completed a very thorough audit of exactly where the subject is now and the subject action plan identifies suitable priorities and good course of action for achieving the range of targets. A portfolio of work is being collated in order to indicate what pupils can achieve in each aspect of the subject and this will be a more useful resource for teachers when the examples of work are annotated with details of the level of attainment that they represent. The co-ordinator is a very effective source of advice for colleagues. There is good involvement in the school's Beacon initiatives with target setting in information and communication technology currently being tried out in Year 2 in both schools. Once evaluated, this has the potential to provide a very useful framework for detailed tracking of pupils' progress. The school has used its funding well to furnish the computer suite and the new equipment is being incorporated into teaching and learning in a systematic and purposeful way. The school is well aware of its obligations to pupils about safety and security when using the Internet. The curriculum weaknesses present at the time of the last inspection have been eradicated. All teachers now have

an information and communication technology pack that provides details of overall progression in pupils' learning, guidance on Internet sources, software and links with other subjects.

MUSIC

139. There was insufficient evidence available to make a judgement on standards at the end of Year 2, but standards seen at the last inspection at the end of Year 6 have been maintained, and they are in line with national expectations. Pupils sing in tune, and the majority learn to play the recorder. The Frosseth method is used in Years 3 and 4 to teach the recorder, and this has been adapted well into the music curriculum to ensure that all the elements of the subject are covered. Pupils listen attentively to music, and the oldest pupils identify instruments used in a piece of music, and describe tempo and mood well. There is now a sense of progression through the school as the co-ordinator, who has considerable expertise, has devised a new scheme of work to ensure that pupils' skills are progressively developed. This is ready for full implementation next term. Pupils who take advantage of opportunities offered to learn another instrument, such as the violin, guitar, or keyboard, benefit considerably from these experiences. Pupils' musical knowledge is also enhanced for those who take advantage of the extra-curricular activities that are offered to all. Music is used effectively in assemblies to enhance the pupils' cultural and spiritual awareness, and give pupils a chance to perform in front of an audience. All pupils, including those with special educational needs, join in all class activities, and they make satisfactory progress.
140. The quality of teaching is good overall, with some very good features. Teachers have good subject knowledge and plan interesting activities to motivate and engage the pupils. Good use is made of the considerable expertise of the co-ordinator, who takes most of the music lessons with Years 3 to 6. She has a very enthusiastic approach, which is infectious. Her lessons give a great sense of enjoyment and fun, which makes the pupils want to learn. Good use is made of the wide range of resources within the school to ensure that pupils experience a variety of music from different times and cultures. Teachers identify opportunities in their planning to heighten pupils' cultural, social and spiritual development within lessons, which greatly enhances pupils' personal development.
141. The co-ordinator is newly appointed and has not had sufficient time to carry out any management duties. However, she shows strong leadership as she has drawn up a comprehensive action plan to improve the subject. The policy statement has been updated, an audit of resources has been carried out, and a new scheme of work has been devised. These are all improvements since the last inspection. The new scheme will ensure that there is greater depth of coverage of the music curriculum, and will give teachers good guidelines as to how the subject should be taught. However, there are no formal assessment procedures to enable teachers to assess pupils' progress, and a need has been identified for some teacher training to ensure that there is greater involvement of more teachers in the delivery of music. The co-ordinator is also aware of the need to improve the computer software resources but good use is made of tape recorders and CD players.

PHYSICAL EDUCATION

142. At the time of the last inspection, standards at the end of Years 2 and 6 were above expectations. In gymnastic floor work activities, the only aspect observed in Years 1 and 2, the present standards match expectations at the end of Year 2. At the end of Year 6, standards in dance exceed expectations. Lower down the school, pupils in Years 4 and Year 5 exceed expectations in outdoor and adventurous activities. The subject continues to develop well, due to the very good leadership and management of the co-ordinator. Teaching and learning are very good in Years 3 to 6 and there is good provision of extra-curricular activities that encourages participation in a wide variety of sports.
143. By the end of Year 2, pupils have satisfactory control when performing jumping actions, taking off from either one or two feet and landing with sound technique. They link two different actions successfully, but only the few more able pupils extend the sequence by linking more than two. By the end of Year 6, pupils show considerable creativity in their dance when interpreting a musical stimulus. They are also successful in traditional dance forms, such as Maypole dancing, where the complex movement patterns are understood by pupils well and performed skilfully. Although pupils

were not observed swimming, records indicate that national standards are reached, with many pupils achieving at least the requirement to swim 25 metres competently and confidently. In all areas of activity, pupils with special educational needs are integrated fully into lessons and achieve well in relation to their abilities. All pupils have a good knowledge and understanding of the effects of exercise on the body as a result of the good attention that teachers pay to this in all lessons.

144. The quality of teaching and learning is satisfactory in Years 1 and 2 and very good in Years 3 to 6. All teachers plan lessons thoroughly and they pay good attention to health and safety factors. The best teaching, such as an excellent lesson on basic orienteering skills with pupils in Years 4 and Year 5, combined superb class management and organisation with challenging learning activities that motivated pupils to co-operate with partners and work very hard to achieve the lesson's objectives. The very good teaching of dance, in both Years 5 and 6 classes, incorporated a good range of learning activities that built well on pupils' earlier learning. When pupils have opportunities to evaluate one another's work, they make constructively critical suggestions about how performance can be improved. All the teaching seen in Years 3 to 6 demonstrated teachers' very good subject knowledge, in contrast to the teaching in Years 1 and 2, where there are some gaps in knowledge of how to teach pupils physical skills.
145. The subject co-ordinator provides very good leadership and management, based on her own high level of subject expertise. Her exemplary teaching provides a model that could very usefully be observed by colleagues. She is a very good source of support for colleagues and regularly provides school-based training sessions to update teachers on the curriculum materials used in planning the programmes. The long-term curriculum planning incorporates all six areas of activity in the National Curriculum programme of study for Years 3 to 6, even though the school has the option of reducing this to five areas. The present arrangements for subject co-ordination mean that the co-ordinator has had no time for monitoring the teaching of the subject and this is unsatisfactory. Through informal observation, she has a good awareness of pupils' standards and more able pupils are guided towards local sources of specialist coaching that will meet their advanced needs. The school provides a good range of extra-curricular activities and offers many opportunities for pupils' involvement in competitive sport, at local level, where they enjoy a good level of success.

RELIGIOUS EDUCATION

146. Standards attained by pupils at the end of Years 2 and 6 are above those expected by the Locally Agreed Syllabus. This represents an improvement in standards from the time of the last inspection, when standards in both years were in line with expectations. Religious education has recently been a focus of the school development plan, and the result has been an overall improvement in what pupils achieve and their positive responses to what they are learning. The progress for all pupils, including those with special educational needs, is good. The enthusiasm and very good knowledge of the subject co-ordinator has had a good impact on the subject, particularly through provision of a programme of work that is fully inclusive of major world faiths, especially Christianity.
147. By the age of seven, pupils have a good knowledge of stories from the Old and New Testaments, responding sensitively to stories such as the Good Samaritan. They talk knowledgeably about why God gave the Ten Commandments and relate this well to the need for rules in their own lives. One pupil had written 'Be happy with what you have, always do your best.' Pupils' knowledge of Christianity and other religions is built on systematically, and they demonstrate, for example, their good knowledge of the Jewish faith. They have a good awareness of the need to value friendship, and are developing ideas for their own and shared responsibility in looking after the environment. A study of pupils' earlier work shows that they have sensitively reflected on special times, places and symbols, and they have written thoughtful 'letters to God'.
148. By the age of eleven, the picture is a similar one. Pupils in Year 6 have comprehensively extended their knowledge of the main religious faiths. They are clear in their knowledge and understanding of the significance of specific symbols, rituals and worship to different beliefs, and show no confusion in identifying the main features. In a Year 6 lesson observed, pupils were widening their knowledge of Moslems and Mosques, using research to help them with their information when necessary. In discussion, many of them showed a good understanding of why it is important to know how and what others believe, relating this understanding to the events of September 11th. Their concepts of empathy and respect are well developed. This is also reflected in their previous work where, when

writing of their 'Tears of Sorrow' they consider personal loss and loss and tragedy in the troubled places of the world. It is clear from the work seen also in Years 3 and 4 that pupils are consistently given every opportunity to broaden their perception of beliefs and issues. The insight, shown in the work of pupils in Year 6, is the culmination of the wide range of issues that are raised and discussed in lessons throughout the school.

149. The quality of teaching is good overall. Teachers have a good impact on pupils' learning. This is because planning is thorough and the teaching programme relevant and interesting, encouraging pupils not only to learn about religion but also to learn from it. It results in positive attitudes from the pupils. This is particularly so in Years 5 and 6, where pupils enter willingly into discussion. Moral themes are closely related to religious beliefs and ideals from Christianity and other faiths. Pupils are given further insight into other beliefs by the effective use of visits and visitors. For example, a former parent talked to pupils in Years 3 and 4 on the traditions and beliefs of Hinduism. This, for many of them, created a sense of curiosity and wonder. Overall, teachers manage pupils well and ensure that those with special educational needs are fully included. Good use is made of teaching assistants to support the lower-attaining pupils, ensuring their full involvement in the lesson and consequent progress. Occasionally, teachers use strategies which are not entirely effective in consolidating knowledge for instance, some factual question and answer follow-up sessions in Years 3 and 4 led to restlessness, and a loss of interest by pupils in what they had already learned well.
150. The subject contributes well to the development of pupils' literacy skills. Recorded work is generally of a good quality, with careful and frequently detailed illustrations. Most teachers provide good opportunities for pupils to express their own ideas and views in writing and good examples were seen across the school. Information and communication technology is used well by older pupils to help them in their research, for example, on the Moslem faith. A recent Religious Education and Arts Week contributed purposefully to pupils' knowledge and understanding. It provided an opportunity for a stimulating and exciting range of worthwhile activities, such as performances by the pupils, and with contributions from visitors, such as theatre companies.
151. The co-ordinator has ensured a strong focus on religious education, and has successfully raised its profile in the school, leading to greater confidence in teachers. She has looked at pupils' work to assess standards, but not yet had opportunity to monitor teaching. Opportunities for assessment are identified in planning, but not yet sufficiently developed to provide a clear picture of pupils' individual achievements. The policy and scheme of work also ensure that there is a clear structure to guide planning and the building of pupils' skills and knowledge. A weakness of the previous inspection was the lack of resources. This has been rectified. There is now a good range of artefacts and books, which are used well, with the subsequent good impact on pupils' learning. The subject makes a very good contribution to pupils' spiritual, moral and cultural development.