

INSPECTION REPORT

HANHAM ABBOTS JUNIOR SCHOOL

Bristol

LEA area: South Gloucestershire

Unique reference number: 109016

Headteacher: John Taylor

Reporting inspector: Geoff Jones
11816

Dates of inspection: 24th – 27th June 2002

Inspection number: 196130

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Creswicke Avenue Hanham South Gloucestershire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs H Goddard
Date of previous inspection:	7 th July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11816	Geoff Jones	Registered inspector	Science Information and communication technology Music	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9092	Ron Elam	Lay inspector	Equal opportunities	How well does the school care for its pupils? Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
14976	Peter Dexter	Team inspector	Mathematics History Physical education Special educational needs	
20653	Eva Wilson	Team inspector	English Geography	
20404	John Evans	Team inspector	Art and design Design and technology Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hanham Abbots Junior School has 407 pupils on roll and is bigger than most other primary schools. When the seven year old pupils are first admitted to the school their attainment is above average. Pupils come from families living in either privately owned or local authority housing. The area houses mainly skilled workers and there is low unemployment. The percentage of pupils eligible for free school meals (5.3 per cent) is below the national average and the percentage of pupils speaking English as an additional language (0.5 per cent) is low. There are no pupils at an early stage of learning English. Less than one per cent of the pupils come from minority ethnic backgrounds. The percentage of pupils identified as having special educational needs is 20 per cent and is close to the national average. These include pupils with specific and moderate learning difficulties, emotional and behavioural problems, speech and communication difficulties, physical impairments and autism. The percentage of pupils with statements of special need (1.9 per cent) is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

The school is very effective. Present standards are well above the national average in English and science and above average in mathematics. Pupils' attainments are above average when they are admitted to the school and they achieve well. The school's results in the national tests in 2001 show that its eleven year old pupils' attainments in English and science are well above the national average. The quality of teaching is good overall and there is good teamwork between teachers and classroom assistants to enable pupils to make good progress in their learning. Support for pupils with special educational needs is good. The quality of leadership and management provided by the head teacher and key staff is very good and has enabled the school to identify most priorities for improvement and to take effective action to improve. The value for money provided by the school is very good.

What the school does well

- The very high standards in English and science.
- Pupils' attainments in information and communication technology are above the level expected nationally.
- The quality of teaching is good.
- The very good leadership and management provided by the head teacher and key staff.
- Provision for pupils with special educational needs is good.
- Links between different subjects are very good, enabling pupils to understand the relevance of their learning.
- Provision for extra-curricular activities is very good.

What could be improved

- Standards in mathematics to bring them in line with the high standards in English and science.
- Pupils' knowledge and understanding of the different ways of life of ethnic groups within the United Kingdom.
- Arrangements to carry out a formal inspection of the premises to assess if there are any potential dangers so that statutory requirements are met.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997. Since that time the school has made good improvements. Standards in English have improved from above average to well above average and the very high standards in science have been maintained. However, pupils' attainment in mathematics has fallen from well above average to above average. Those in information and communication technology (ICT) have now risen to a level that is above the level expected for eleven year old pupils. All schemes of work for subjects have now been completed and pupils now receive their entitlement to collective acts of worship. The good quality teaching has been maintained but the teachers' expertise in ICT has improved greatly. The high quality of

the leadership and management has continued. Similar procedures for assessing pupils' attainments are being used as in the last inspection, with the addition of very effective strategies for tracking their progress and the setting of targets. Links between subjects have been much improved. The provision for pupils with special educational needs is now good.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	B	A	B	well above average A above average B average C below average D well below average E
Mathematics	B	C	B	C	
Science	A	B	A	B	

The school's latest results in the annual national tests for eleven year olds show that standards in English and science are well above the national average. The test results for mathematics show that standards were above the national average. Compared with schools having a similar percentage of pupils entitled to free school meals, standards in English and science were above average and those in mathematics were close to the average. Very high proportions of pupils reached levels that were at least two years in advance of their age in all three of the above subjects. Very high standards in science have been maintained over the last four years and English standards have never been less than above average. With the exception of 1998, however, standards in mathematics have always been less good than in English mainly because target setting for mathematics is not as well developed. Present standards are well above average in English and science and above average in mathematics. The latest school's targets in English and mathematics have been exceeded. Compared with their attainment level when they join the school in Year 3, pupils are achieving well. Pupils with special educational needs are supported well and make good progress in their learning. More able pupils are challenged successfully in English, mathematics and science. All pupils are given individual targets for progress and their progress towards attaining these is checked regularly. Attainments in ICT are above the level expected for eleven year olds. Pupils' attainments in history, geography, music, design and technology and physical education are higher than those expected for eleven year olds. Attainments in religious education and art and design are satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and have good attitudes towards learning.
Behaviour, in and out of classrooms	Good. Almost all pupils behave well in classrooms, in the playground and in the school hall. They move around the school in an orderly manner and show respect for property belonging to others. A very small number of pupils are occasionally disruptive but these are supported effectively by teaching assistants in the classroom.
Personal development and relationships	Good. Pupils are sensitive to others' feelings and accept responsibility readily. They act maturely, for example, during meetings of the school council but their cultural development, particularly their knowledge and understanding of a range of different cultures, is under-developed.
Attendance	Very good. Attendance is well above the national average and, apart from a small number of pupils, almost all arrive at school punctually.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is good, although there is some variability. Only two unsatisfactory lessons were seen during the inspection. The teaching of literacy and numeracy is good overall with good attention paid to extending pupils' reading and writing skills to a high level. However, the level of support provided for lower attaining pupils in mathematics is not at the same high level as that provided for literacy. Teachers have good subject knowledge in all areas of the curriculum and this contributes greatly towards the pupils' good learning. The strengths in teaching are the good planning of lessons, and high expectations of pupils in English and ICT lessons. Teachers set specific goals for pupils and their progress results from careful marking and planning of lessons so that the needs of pupils with differing levels of attainment are met in literacy and, to a lesser extent, in numeracy lessons. The very interesting lessons, particularly for the oldest pupils in the school, contribute greatly to their very good learning at the age of eleven. Pupils with special educational needs make good progress because they are supported well in their learning. Weaknesses in teaching are linked with too much time spent on explanation and discussion and insufficient time on pupils' activities during lessons and occasional lapses in pupils' good behaviour resulting in time being wasted.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is well balanced with appropriate time allocated to English, mathematics and science, and contains all the required subjects of the National Curriculum as well as religious education. There are very good links between subjects so that pupils' learning becomes more relevant.
Provision for pupils with special educational needs	Good. Good support is provided for pupils with special educational needs. The individual requirements of pupils are met well in their individual education plans and in statements of special educational need. Special needs teachers provide very good support for pupils and classroom assistants form good relationships with pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Provision for pupils' spiritual development is good. Moral and social development is very good. Cultural development is satisfactory. Pupils learn about different cultures but the school is aware that there is a need to make the pupils aware that they live in a multi-cultural society.
How well the school cares for its pupils	Good. There are good procedures for ensuring pupils' health and safety and for child protection. There is no arrangement for a formal risk assessment of the premises. Assessment procedures to track pupils' attainment and progress are good.

There are good links between the school and its parents and there is a good partnership. The school provides a wide range of extra-curricular activities for pupils including musical, sporting and other clubs. The school's procedures for assessing pupils' attainment and progress are good. Procedures for monitoring and promoting good behaviour and for monitoring and eliminating oppressive behaviour are both very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The school's high standards have been maintained and a number of important improvements have been made so that the working of the school is better.
How well the governors fulfil their responsibilities	Satisfactory. The governing body understands the strengths and weaknesses of the school but they are not fully meeting their statutory requirements to carry out a regular and formal health and safety risk assessment of the school's premises.
The school's evaluation of its performance	Good. Teaching is checked regularly. Pupils' work and teachers' planning are monitored to identify strengths and weaknesses. The priorities contained in the school development plan are based on information collected.
The strategic use of resources	Very good. The school budget is used wisely and grants are used effectively to enhance the pupils' education. Teachers and classroom assistants work well together and have received good training to support pupils' learning effectively.

The accommodation provided by the buildings and grounds of the school is good. Learning resources are also good and are used well to promote the acquisition of pupils' learning. Teachers and classroom assistants are well qualified and experienced and able to deliver the National Curriculum programmes of study. The school applies the principles of best value well. The school compares its performance with similar schools and with national statistics so that it has a good view of its own standards. It consults parents through a questionnaire to find out their views on the school and rigorously researches potential items it wants to purchase to ensure clearly they provide the quality it is seeking.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • Teaching is good. • Behaviour in the school is good. • The school expects their children to work hard and achieve their best. • Their children make good progress in school. • They feel comfortable about approaching the school with questions or problems. 	<ul style="list-style-type: none"> • The amount of homework pupils have to do at home. • The information the school provides about how their children are getting on at school. • The closeness with which the school works with them. • The range of activities provided outside of lessons.

The inspection team agrees with all the positive views of parents. It disagrees with all main points suggested for improvement arising from an analysis of the parents' questionnaire. The inspection team have formed the view that the amount of homework provided for pupils is appropriate for their ages. Pupils have a homework book that will be replaced with a new partnership book at the start of the new school year to enhance communication. Annual written reports on pupils provide useful information regarding pupils' performances in all subjects although there are no written targets for pupils to aim at in the following year. Almost all parents come to the formal meetings with teachers in the autumn and spring terms to discuss their child's progress. The school tries hard to work closely with parents. There are good opportunities for parents to see the head teacher in the playground at the start and end of school and parents are welcome to speak to the teachers if they wish. Inspectors feel that the school provides a good range of extra-curricular activities. These include recorder and string groups, orchestra and choir, a very good range of team and individual sports and additional clubs that include French, craft, gardening chess, art and cross-stitch clubs. However, some of these are over-subscribed and some pupils miss the opportunity to participate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The latest published results for the school in the annual national assessment tests in English, mathematics and science show that standards were high. They were well above the national average in English and science and above the average in mathematics. This is an improvement on the school's standards at the time of the last inspection when standards were above the average in all three subjects. Higher attaining pupils are being extended well by the school. This is illustrated clearly by the results in the above national tests which show clearly that the percentage of pupils attaining levels at least two years ahead of those expected for their age are well above national averages in all three subjects. Judgements during the present inspection show that the school's present standards reflect these test results. Pupils' attainments when they are first admitted to the school are above average. By the time they reach the age of eleven their standards are well above average overall. This shows clearly that they have made good progress and have achieved well.
2. Current standards in English are well above average. Pupils use their speaking and listening skills very well. For example, pupils discuss in pairs how to improve their poems and talk about each other's choice of words. Whole-class discussions enable pupils to develop a wide range of speaking and listening skills. Regular drama sessions also provide pupils with good experiences that build their vocabulary and confidence in speaking. By the end of Year 6 pupils' reading attainment is well above average. Pupils make very good progress and read fluently and expressively and with good understanding. Pupils support their own opinions and make deductions about the text they are reading by referring to points made in the writing. Pupils write book reviews and describe their favourite characters. Pupils make very good progress and by the end of Year 6 pupils are skilled writers and have attained well above average standards in writing. They write confidently in different forms and for different audiences in subjects across the curriculum. For example, they write factually in history, geography, science, design and technology and religious education. Pupils spell accurately and punctuate very well. They have neat handwriting styles. Pupils' use of ICT for drafting and presenting work has improved since the previous inspection. Year 6 pupils structure their work using paragraphs, and construct sentences competently, using words imaginatively.
3. Pupils' present attainment in mathematics is above average by the time they reach the age of eleven. The highest attaining pupils work with numbers of increasing difficulty as they get older. By the age of eleven they can convert different currencies and calculate the cost of air travel to different parts of the world. Their work involving shape is of a high standard and pupils are able to plot co-ordinates and draw shapes in four quadrants. Pupils' knowledge and understanding of data handling are good. Teachers plan work for pupils according to the needs of three ability groups. Pupils who are almost at an average level receive extra teaching over a ten-week period each year but this is not as effective as the extra literacy support, which is sustained over longer periods and linked into other subjects such as history. Progress for the highest attaining pupils is very good, good for those of average ability but only satisfactory in the sets for pupils of the lowest ability when compared with English. This is because in these sets for both subjects, particularly in Year 6, at least half of the pupils listen carefully but do not contribute answers. This has more impact in mathematics, where quick-fire question and answer sessions are crucial to pupils' progress. It particularly affects the progress of girls, who are less assertive than boys and consequently have less chance to answer.
4. Attainment in science is well above average and pupils' very good level of knowledge, skills and understanding is based on their varied first-hand experiences of scientific experiments and investigations. For example, pupils' investigated the effect of exercise on the rate of their heartbeats. They learned how to separate mixtures such as sand, iron filings, salt, water and

nails using filtration, evaporation and distillation. Through such activities their knowledge and understanding of life and living processes, as well as of materials and their properties, are enhanced. They understand physical processes and have a good understanding of the earth and beyond and can construct electrical circuits both in parallel and in series.

5. Pupils' attainments in ICT are above the level expected for eleven year old pupils. Their skills are developed effectively by using ICT as a medium for learning in a range of other subjects such as geography, history, mathematics and science. By the age of eleven pupils use word-processing facilities very competently to record their thoughts and ideas in writing. They are successful at finding information using Internet facilities and use 'clip art' very effectively to 'cut and paste' illustrations into their work. Older pupils make good progress in being able to frame instructions on the computer to operate a remote light or buzzer in particular patterns. Year 6 pupils also use ICT to construct shapes and to draw angles with precision.
6. Pupils' attainment in religious education meets the standards set out in the locally agreed syllabus. Pupils in the Year 6 have a satisfactory knowledge and understanding of Christianity and some knowledge of other faiths. However, their understanding of faiths other than Christianity and of some other aspects is limited and because of this standards do not exceed the expected level. By the end of Year 6, pupils have satisfactory knowledge and understanding of a range of faiths including Christianity, Islam, Buddhism and Judaism and know that different religions have their own special beliefs, observances and places of worship.
7. Pupils with special educational needs make good progress overall. Their progress in English is very good and their progress in mathematics is satisfactory. A number of lower attaining girls are not performing as well in mathematics as they are in English. They are not sufficiently involved in question and answer sessions during mathematics lessons and the school, as yet, has not developed any strategies to improve girls' learning of mathematics. Pupils with special educational needs are nevertheless supported well by well-trained classroom assistants during a wide range of lessons and as a result their progress in acquiring knowledge, skills and understanding is good.
8. Higher attaining pupils are challenged in their learning and are extended well. Teachers plan work that meets the needs of pupils with different abilities in classes and very able pupils are provided with work that enables them to make good progress. Pupils are also set targets for attainment and those for higher attaining pupils are matched closely to what teachers feel they are able to accomplish.
9. Pupils' attainments in history, geography, music, design and technology and physical education are higher than those expected for eleven year olds. Attainments in religious education and art and design are satisfactory.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, behaviour, personal development and relationships with each other and with adults are strengths of the school and overall make a good contribution towards promoting their attainment and progress. This conclusion is similar to the findings at the time of the previous inspection and reflects the widespread views of parents. Parents state that their children enjoy school. The attendance of the pupils is very good.
11. Throughout the school the pupils' attitudes towards learning are good. They often concentrate well and show interest in what they are doing as was seen particularly in a Year 6 art lesson imitating the style of Lowry. They have the confidence to try to work out answers in front of their classmates as seen during mental mathematics in numeracy lessons. Upper school pupils showed great enthusiasm when singing songs in the hall from World War I. In most classes pupils settle quickly to group work in lessons and maintain their interest even when not being directly supported by adults in the classroom. An example of this was a Year 5

science lesson about how flowering plants reproduce from seeds. Year 4 pupils showed good concentration for an extended period during a geography lesson, using an atlas to understand how far India is from Britain. Nevertheless, pupils can lose interest and become restless if the time allowed for a task is too long, as seen, for example, in a Year 5 science lesson using materials that absorbed sound. Pupils with special educational needs show very positive attitudes and both boys and girls contribute very well when working in small groups in literacy lessons. However, in mathematics the girls are very quiet and not fully involved, and the teachers do not always ensure they are encouraged to contribute.

12. Pupils' moral development is good. Overall they generally behave well in the classroom, and at play and lunch times. They are open, polite and welcoming to visitors. They move around the school in an orderly way and wait patiently for other classes when going to and from their rooms for assemblies. They show respect for property, for example when using the computers and take care collecting and putting away instruments during music lessons. Most pupils behave well but in several of the classes there are one or two pupils whose behaviour is potentially disruptive; however, the good support from the adults means that the learning of the rest of the class is not disrupted. Parents do not consider bullying to be a problem and the school has appropriate procedures to deal with any aggressive behaviour that may take place. There were four fixed-term exclusions in the last school year, of pupils who showed poor behaviour.
13. Relationships between pupils and with adults show that their social development is very good and contribute to the quality of work in lessons. Pupils get on well with each other when playing games at break and lunch times. Good co-operation was seen as they listened to others in their group when discussing the theme for a poem during a Year 4 literacy lesson, and Year 3 pupils worked well in pairs in an ICT lesson designing an invitation card. Year 4 pupils celebrated each other's success when practising batting and fielding during a Year 4 physical education lesson. Nevertheless, in whole-class sessions, some of the younger pupils are still learning they must put up their hands to answer questions. Pupils get on well with the adults around them, generally listening to them and following their guidance. Pupils treat each other with equal respect at all times during the school day.
14. The pupils' personal development is also good. Their good spiritual development was demonstrated when the appropriate questioning of the teacher enabled Year 6 pupils to start to understand the feelings of Anne Frank and Jewish people, during a religious education lesson. They are sensitive to the feelings of others and, for example, Year 6 pupils made constructive, positive comments about the performance of their classmates when making music using a variety of ordinary items. During lessons the pupils can work independently as seen during a Year 6 geography lesson using computers to find out about the weather around the world. However such opportunities are not available in all classes; a Year 3 design and technology lesson was over-controlled by the teacher, resulting in the pupils rarely being able to produce their own ideas. In other lessons in that class the pupils showed they lacked the confidence to contribute or to ask questions because the teacher was too strict. Pupils act with maturity when undertaking the various responsibilities they are given. Pupils take on many tasks both within the classroom and outside with, for example, the meetings of the school council. Nonetheless the opportunities for older pupils to work with the younger are limited. The pupils also benefit from collecting for charities during the year. However, in a Year 4 music lesson, pupils showed immaturity when they laughed on hearing African music.
15. As at the time of the previous inspection attendance is very good. Over the past few years the level has been between 95 per cent and 96 per cent and makes a significant contribution to the standards achieved by the pupils. Absences are usually due to the inevitable childhood illnesses, though a quarter of the absences are due to parents taking their children on holiday in term time. Pupils are keen to come to school and punctuality is good. Nevertheless there are a few families who have difficulty ensuring their children arrive on time each morning. Registration takes place promptly at the start of the day.

HOW WELL ARE PUPILS TAUGHT?

16. Although the quality of teaching in the school varies, it is good overall. Judgements have been made as a result of observing lessons, examining samples of pupils' work, scrutinising the quality of marking and talking to pupils. There are examples of excellent teaching in Years 4 and 6 and a considerable number of very good quality lessons were observed, also mainly in Years 4 and 6. There were only two examples of unsatisfactory teaching seen during the inspection.
17. Teachers plan lessons thoroughly using clear information on pupils' knowledge and understanding of the work they have been doing. Pupils are challenged well in most lessons and this enables them to make good progress. For example, in an excellent Year 4 English lesson, following a whole-class discussion pupils were challenged to write in a similar style to the author they were studying. Pupils followed the author's style, using similar straightforward language, characterisation, repetition, use of similes and a happy ending. They wrote productively and fluently with most exceeding the expectation for Year 4 pupils. Similar challenging activities in other lessons were not uncommon and pupils' learning was enhanced through such intellectual efforts.
18. High expectations of what the pupils could do were often observed during lessons. For instance, in an outstanding music lesson for Year 6 pupils, the teacher expected pupils to make music from a range of everyday articles. They worked in groups and co-operated very well with each other in deciding what rhythms they would create, how they would use the items and how the various parts of the composition would fit together. Pupils used items such as plastic containers, different sized tins and rolled up newspapers. They rose to the challenge very well and, after practising their sequences repeatedly, they produced a range of fascinating music.
19. Teachers almost always manage the behaviour of pupils well. Occasional incidents of inappropriate behaviour are generally handled effectively. Classroom and special needs assistants also play a crucial role in behaviour management because they have very good skills that they use with pupils who behave emotionally and this helps them to calm down quickly. The good management arises from very good relationships between teachers, support assistants and pupils and as a result pupils want to please their teacher. This ensures that pupils work hard during lessons and produce good quality work.
20. The basic skills of literacy and numeracy are taught effectively. Teachers encourage good strategies to promote accurate spelling such as the effective use of dictionaries. This encourages pupils to become more independent in finding meanings of words and locating correct spellings. Teachers' strategies for enabling pupils to acquire spelling prowess are consistently used across the school. Pupils make very good progress in reading, using strategies they have been taught effectively. Teachers use small groups of pupils to ensure that understanding of what is read is developed strongly and firmly. Pupils are often asked to support their views of the text by drawing information from what they are reading. A familiarity with number relationships is also promoted well through the introductory session to mathematics lessons. For instance, Year 5 pupils play enjoyable games linked with adding and subtracting and this very effectively enables pupils to consolidate their knowledge of number relationships and develops their skills rapidly. Elsewhere in the school, teachers also use the same strategy to familiarise pupils with equivalent fractions or to stimulate their understanding of numbers by getting pupils to ask questions that help to deduce what an unknown number is.
21. Teachers' knowledge and understanding are good. Teaching in the school is based on a good understanding of how pupils learn and this has enabled them to make good progress. Teachers have a good knowledge of ICT that has enabled them to make very effective use of the ICT suite and to provide good quality demonstrations of how to use computers for a variety of purposes. Teachers use their personal skills to enable pupils to use the Internet for finding a variety of information that enables ICT to be used in a wide range of lessons such as history, geography and religious education. Teachers' knowledge and understanding of

history and geography are good. Some teachers have a real love of history that is exemplified very well in the pupils' work. The quality of music teaching is dependent upon the musical knowledge of the teacher. When the teacher has a good knowledge of the subject and good resources pupils respond very positively indeed and make good progress in their learning.

22. Teachers are all fully aware of the needs of pupils with special educational needs. Teachers are very familiar with the specific targets on individual education plans and plan work for pupils with special needs accordingly. There is a good match of work for all pupils, with the exception of lower attaining girls in mathematics and this results in under-performance from them. Support assistants liaise very closely with teachers and enable most pupils to make good progress. The support teachers for pupils with special educational needs are very good. They work very effectively with small groups of pupils, particularly in literacy.
23. Teachers mark pupils' work carefully. They usually provide useful written comments for pupils on how their work can be improved and this has a good impact on progress in learning. However, the quality of marking in mathematics is not as good as in literacy. For example, although teachers set targets for literacy, there are no individual targets set in mathematics, except for those which have begun very recently in Year 5.
24. The small number of weaknesses in teaching stem from an imbalance in the use of time during lessons and unsatisfactory management of pupils' behaviour resulting in time being wasted. For example, the teacher spoke to the pupils for far too much of a Year 6 mathematics lesson. Pupils did not have sufficient opportunity to consolidate their learning through activities and this detracted from their progress in learning. In addition, in one lesson for lower attaining pupils in mathematics, girls were not involved sufficiently in question and answer sessions because the group of boys in the class were too dominant. This was particularly important because the girls needed more support than the boys in understanding mathematical ideas. In another lesson the unsatisfactory organisation resulted in too much time being spent on ensuring that pupils were listening. Time for focusing on improving pupils' performances was limited and progress was not promoted.

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

25. The school curriculum is very good. Teachers provide a wide range of learning opportunities that are well matched and relevant to pupils' differing needs and abilities. Good planning and imaginative curriculum design underpin the school's high standards.
26. The school has maintained the quality of curriculum provision identified at the previous inspection. At that time, there was a need to formalise schemes of work. This has been done very thoroughly and, in fact, some schemes of work have since been reviewed and improved more than once. Secure planning arrangements promote good overall progress through the school. Planning in all subjects is detailed and systematic so that teachers are clear about the order in which knowledge and skills are to be taught, and can pitch work at the right level.
27. Ingenious and well-planned links between subjects enable teachers to make very effective use of time. Good examples of this are seen in the work that links history with art, design and technology, or religious education and art with science. In Year 5, for example, pupils linked their study of Ancient Egypt with a technology project that included making a shaduf. In a Year 6 religious education lesson, the teacher drew on pupils' knowledge of World War II to illuminate pupils' understanding of the predicament of Anne Frank. In Year 3, pupils studying plant life as part of their work in science made artistic arrangements using the parts of flowering plants.
28. Teachers provide relevant, well-planned opportunities for pupils to apply ICT in their work, for example, to improve the quality and presentation of their writing or to investigate colour and design.

29. The school's approach to the teaching of literacy is very effective and promotes high standards. Setting arrangements work well. They enable teachers to match work more readily to pupils' needs and to challenge pupils at the level that is best for them. The school's provision for numeracy is broadly effective but has some weaknesses. These are reflected in pupils' attainment, particularly amongst lower attaining girls in the setting arrangements. Attainment is lower in mathematics than in English.
30. There are two main reasons for this difference. First, the quality of assessment is better in English than in mathematics. Because of this, the work set in English targets each pupil's immediate needs more effectively. As a result, progress in English is better. In most sets for both subjects, at least half of all pupils listen carefully but do not contribute answers. This has the greater impact in mathematics, where quick-fire, oral sessions are crucial to pupils' progress. It also impacts particularly on girls, who, in the lessons observed, were less assertive than boys and consequently had less chance to answer. This slowed their progress. For the school's numeracy strategy to be fully effective, teachers need to do more to ensure that the quieter pupils contribute fully to oral mathematics sessions.
31. The school's curriculum provides satisfactory equality of access and opportunity. The curriculum successfully includes all pupils, including those with special education needs. This reflects the school's warm, positive ethos, in which pupils' contributions are explicitly valued. In lessons, it is promoted by good quality planning, teachers' concern for individuals and the effective support that teachers and learning support assistants provide. However, arrangements for instrumental music tuition cause some pupils to miss work from the same subject each week. This interrupts their access to part of the curriculum and this takes the edge off the quality of this aspect of the school's provision.
32. The school provides a very good range of extra-curricular activities for pupils in all year groups. These include musical activities such as recorder and string groups, orchestra and choir. There is a very good range of team and individual sports and additional clubs that include French, craft, gardening and chess. Pupils have the opportunity to compete in local sports events. Good use is made of day outings, for example to the Bath Museum. These usefully extend classroom learning. Teachers also arrange residential trips for pupils in Years 5 and 6. These make a valuable contribution to pupils' studies and to their personal and social development.
33. Extra-curricular activities are very well attended and often over-subscribed. As a result, some pupils may not be able to attend all the clubs of their choice. Teachers are considering ways in which to distribute access to extra-curricular activities more equally. However, it is difficult to see how the opportunities that the school offers could be significantly extended or improved, since, at present, almost all teachers and some support staff join in providing them.
34. Good provision is made for pupils' personal, social and health education. The school's shared commitment to this aspect of pupils' development is pervasive and strong. Planning is detailed and thorough and includes reference to sex education and the dangers of drug misuse. Suggested links with other subjects are identified and these enable teachers to investigate issues to do with values and relationships, for example, in English or history. Activities such as circle time enable personal and inter-personal questions to be explored. This helps to build pupils' personal confidence and social understanding.
35. The school's approach to personal and social education has recently been reviewed and has some teething troubles. For example, teachers are finding it difficult to include in their day-to-day work the many aspects of personal and social education that planning shows. The subject co-ordinator has identified this and intends to modify planning in the light of his evaluation.
36. Provision for pupils' spiritual development is good. Opportunities for reflection are built into assemblies and lessons, for example in English, history and religious education. In an

effective religious education lesson, pupils were moved by an account of the experiences of Anne Frank and were enabled to reflect on and empathise with her situation. Pupils' work in art, literature and music helps pupils to understand different ways in which feelings can be expressed and experienced. Pupils in Year 3 gained a sense of the beauty of natural objects by making designs from the parts of a flowering plant. Attractive displays of creative work give pupils pride in their achievement and allow them to share their insights with others.

37. Teachers make very good provision for pupils' moral development. The school's 'Golden Rules' emphasise helpfulness, honesty, respect for property and listening to others. Teachers and support staff encourage pupils to reflect on the consequences of their actions and to think carefully about the results of choices they make. The school's policy of 'wiping the slate clean' at the start of each day works well with pupils who experience behavioural difficulties because it enables them to retain their self-esteem and gain approval by improving their behaviour. Teachers and support staff constantly reinforce an ethos of good conduct and consideration for others.
38. The school makes very good provision for pupils' social development. The school council is particularly effective in providing many pupils in all year groups with an experience of citizenship. It is well organised and successfully involves pupils in discussing real issues to do with the school, for example, the design of an outside space. Residential visits provide valuable opportunities for pupils in Years 5 and 6 to build social skills. Teachers and support staff are very successful in including pupils with social difficulties in lessons and extra-curricular activities. They achieve this by skilled management and by building very good relationships.
39. The provision for cultural development is satisfactory. Good provision is made for teaching pupils about white European culture, for example, through visiting music, dance and theatre groups and through pupils' work in history, English, music and art. Some attention is also given to different cultures, for example, through events such as the African Arts Week. However, not enough attention is paid to teaching pupils about the diversity of other cultures within British society and helping pupils to appreciate them.
40. There are good links with the local community through, for example, Parent Teacher Association (PTA) and seasonal events. Pupils planning a design and technology project made useful links with local businesses. Relationships with partner institutions are satisfactory. For example, staff and pupils from the local high school visit to take part in mathematics and drama activities and there are regular meetings of senior staff. This helps to ensure continuity of learning for pupils entering and moving from the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Members of staff show appropriate concern for the needs of the pupils and provide good role models to encourage their development. Parents are pleased with the level of support in the school, seeing it as a caring community where members of staff are approachable if there are any problems. The procedures for monitoring pupils' academic performance and personal development and for providing educational and personal support and guidance are good.
42. Overall, the school has good procedures for child protection and for ensuring the welfare of the pupils. A senior teacher together with the head teacher and deputy are the designated persons for child protection and the school follows local procedures. The staff generally have received guidance on how to deal with any situations that may arise and know who to report to in the school if necessary. The provision for first aid is good with many trained staff, records kept of any treatment and letters or telephone calls home to parents as appropriate. The school ensures it meets health and safety requirements in a variety of ways, including using guidance from the local authority for checking on chemicals used in the school. The caretaker uses a checklist to check the condition of all parts of the school. Outside contractors regularly check the fire extinguishers, electrical items and physical education

equipment. The governors have recently decided to tour the school regularly in order to identify any potential hazards. Nevertheless, they have not yet carried out a full risk assessment in order to meet their statutory obligations. The teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and design and technology.

43. Systems for measuring and tracking pupils' attainment and progress in English and mathematics are very good. They include analyses of Year 6 National Curriculum statutory tests, as well as optional tests taken by pupils in Years 3, 4 and 5. Results drawn from the test data form part of individual pupils' records showing, at a glance, progress and attainment.
44. Use of assessment to inform curricular provision is good. The quality of marking in English is good. Teachers' comments guide pupils explicitly on how to improve their work. From close scrutiny of pupils' work during marking, teachers create meaningful learning targets for each pupil in English. Pupils of the upper school are beginning to contribute to the setting of these targets. This good practice of explicit marking and the setting of subsequent individual pupil targets in English, does not occur in mathematics. Therefore, although the school has good mathematical teaching targets for year groups, pupils do not have individual targets to focus their mathematical learning as they do in English.
45. Good records are compiled. A cumulative, electronically produced, record is built up for each pupil in English and mathematics from which information may be drawn readily. Additionally, the end-of-year report to parents is kept year on year, building a descriptive curricular record of pupils' strengths, weaknesses and targets for improvement.
46. In order to ensure that the levels they assign to pupils' work are accurate, teachers discuss the characteristics of the work in conjunction with the marking criteria. This is very good practice, ensuring not only that marking is accurate, but that teachers have a keen awareness of the demands of the levels of the National Curriculum. Once a level has been agreed and justified, the work is kept in portfolios, demonstrating the development of pupils' skills, knowledge and understanding in English, mathematics and science. Taken overall, the school's procedures and practices in measuring, recording and using the information gained are good and reflect the judgements made at the previous inspection.
47. The monitoring of progress of pupils' personal development is less structured and relies mainly on the teachers' knowledge of the individual pupils. The only formal record is the annual report to parents on their children's progress. The pupils' personal qualities are enhanced by the various tasks they have around the school. These include monitoring duties in the classroom and helping with the environment such as the gardening club and removing litter. All classes also elect representatives to serve on the school council. The school recognises that more opportunities should be provided for older pupils to support the younger. The school encourages pupils to recognise the value of good work during Friday assemblies. Circle time helps pupils to learn to listen to others and to be tolerant of other points of view.
48. The school methodically assesses pupils with special educational needs to gain a good picture of their needs. They are placed on appropriate levels on the special needs register and the necessary support is clearly explained in the individual education plans. Tasks are modified very effectively in English where the targets mainly occur though this is less effective in mathematics, especially as far as the girls are concerned. The special needs support teachers provide effective counselling in social skills for pupils with behaviour needs, and external agencies and therapists provide good support. The school has good links with the infant school and the secondary schools to ensure relevant information is properly transferred. Overall the school meets the full statutory requirements for special needs.
49. The procedures for promoting discipline and good behaviour and for preventing any oppressive behaviour are very good. The behaviour policy recognises the needs of the pupils and reflects the philosophy of the school. As well as providing a system of rewards and

sanctions, the emphasis is on praise and encouragement. Each classroom has the 'Golden Rules' on display and the school reinforces good behaviour with relevant themes in assemblies. The lessons seen during the inspection showed that members of staff consistently adopt this approach to ensure that the pupils understand how to behave. Though any bullying or name-calling is rare, the school takes rapid and appropriate action if any occurs.

50. Overall the procedures for monitoring and promoting attendance and punctuality are very good. The ethos of the school and the support and care shown to pupils by teachers and support staff result in pupils wanting to come to school and their parents wanting them to come. In particular, the school telephones home on the first day of any unexplained absence. Punctuality has improved over the past year by reminding parents in the newsletter and by the head teacher being in the playground at the start of the day. For those few pupils who may have a problem the education welfare service provides good support, at least for those families living within the area of the local education authority. For pupils living outside of the local authority area the support is less effective because there is a delay in the response.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. In their responses to the questionnaire and at the meeting with the inspectors, parents showed that they are generally very pleased with all that the school does. The inspection team supports all of their positive comments. Parents say that the school is well led and the teaching is good. Their children like coming to school, behave well and make progress from the level of support they receive. The school expects them to work hard and helps them to become mature and responsible. Parents feel comfortable approaching the school with any questions. Some doubts were expressed about the amount of homework but the inspectors concluded that the work the pupils are encouraged to do at home is appropriate. A few parents also feel they are not well informed about the progress of their children though the great majority are satisfied with the amount of information provided. The inspectors generally support this latter view.
52. The school has established good links with the parents and these contacts are effective. The head teacher sends newsletters home every week outlining the various activities that the pupils are involved in as well as providing general administrative information. Other letters refer to more specific matters. The prospectus is attractively produced and provides extensive information about the school. Pupils have a homework book that will be replaced with a new partnership book at the start of the new school year to enhance communication. In addition the school is planning to send home each term an outline of what is to be taught in each year group. Every day provides a good opportunity for parents to see the head teacher who is in the playground at the start and end of school. In addition the school reminds parents that they are welcome to speak to the teachers if they wish. The inspectors saw several informal conversations taking place at the end of the day and it is apparent that parents feel very welcome to come into the school. Almost all parents come to the formal meetings with teachers in the autumn and spring terms to find out what their children will be doing and to discuss their progress. The annual report on progress is sent home in the summer term. This report provides a reasonable summary of what the pupils know and can do for all subjects though they lack targets to help the pupils to improve. Parents of pupils with special educational needs are appropriately involved in the setting and review of their individual education plans. The school alerts parents early of any difficulties and parental concerns are recorded and acted upon.
53. Parents' involvement with the school makes a good contribution to its work and to the attainment of the pupils. Pupils are happy in school and work hard and are keen to learn. These attitudes reflect the extent to which parents encourage their children to respect the school and education process. Newsletters encourage parents to help in school though only a few are able to come into the classroom regularly and work with the pupils. Nevertheless more are able to help with other activities such as the library, swimming and trips out. A good

proportion of parents respond to questionnaires sent out by the school to help it to improve the education it offers. The PTA is very supportive, arranging both fund-raising and social events, including ones for the benefit of the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The head teacher has been in the post for one year and the leadership and management provided by him and key members of staff are very good. The head teacher judged appropriately that the most urgent need was to improve the overall behaviour of a small but significant number of pupils who were behaving unacceptably. This has been accomplished successfully by introducing strategies for managing their behaviour and by formulating a classroom reward system. Members of staff were not fully aware of the content of the school development plan so a new long-term plan is in the process of being formulated and the head teacher has ensured that all staff are included in the discussion process so that they are involved fully. The deputy head teacher works very closely with the head teacher. They regularly discuss a range of issues concerned with the curriculum and administration of the school. The head teacher has encouraged and promoted successful cross-curricular links between subjects. For example, ICT is now used as a medium for teaching and learning a number of subjects. This has been accomplished more effectively by the introduction of blocked time for the computer suite for each year group. The school's aims are clearly reflected in its work and were translated into goals and targets so that everyone in school would be able to understand what the intention was. For instance, the aim that 'pupils should express themselves through creative opportunities' was translated into the goal: 'every child should make a positive contribution to the cultural or sporting life of the school.' This was made into the target that 'all children should take part in at least one public event per year.'
55. Standards in the school are rising, resulting from the implementation of a number of effective measures. Firstly, each pupil is given attainment targets that are checked regularly against the results of standardised tests. Secondly, the head teacher, deputy head teacher and subject co-ordinators monitor the quality of teaching regularly. They observe lessons, provide a review for class teachers and highlight any points that need development. Finally, pupils' progress is tracked rigorously using computer records of their attainments, including details provided by the feeder infant school. The school also analyses its results in the annual national tests to see how it compares with national averages, similar schools, trends over a number of years and comparisons between boys' and girls' performances. It has identified that mathematics results have consistently been not as good as English or science over a number of years. It has also identified that girls are not performing as well as boys. As yet, although the school intends to take imminent action to improve the situation, it has not yet done so.
56. Subject co-ordinators work hard to develop and lead their subject. They bid for sums of money from the global sum given for the running of the school according to the needs of the subject they manage. All co-ordinators manage the budget allocated to their subject effectively. They collect samples of pupils' work from each year group whenever relevant so they can gauge pupils' progress. However, co-ordinators do not analyse pupils' answers in standardised tests to identify general weaknesses in their knowledge and understanding. Opportunities are missed, therefore, to focus on these weaker areas of understanding in order to overcome difficulties and improve pupils' attainments. Subject co-ordinators very usefully attend year group planning meetings so that they can satisfy themselves that their subject is being delivered to pupils satisfactorily. They have all overseen the compilation of new schemes of work for the subjects they lead. This has now enabled a sequential planning of activities during lessons throughout the school, showing evidence of good management. Co-ordinators attend meetings with their counterparts in the cluster of schools that are associated with the Hanham area so they can ensure the continuity of pupils' learning when they transfer from infant to junior or from junior to secondary schools.

57. The special educational needs co-ordinator provides good leadership and management. There are appropriate policies in place that have now been updated to take account of the new Code of Practice. Support from outside agencies is well managed and provision for pupils with special educational needs is evident in teachers' lesson planning. The governor for special educational needs is very supportive and enthusiastic for this area of the school's work and chairs the sub-committee of governors for special needs effectively.
58. The governing body's understanding of the strengths and weaknesses of the school is good. The head teacher discusses what the school does well and what needs improving with the governors during the regular meetings. However, governors are not fully fulfilling their statutory duties. They are not pro-active in seeking information, and are performing the function of being a critical friend to the school just adequately. Whilst the governors' buildings committee has a health and safety check list for the school premises and staff bring forward concerns about any potential hazards, there is no formal risk assessment to meet the statutory legal requirements. The chairman of the finance committee and the head teacher monitor the school budget regularly. The governing body have recently begun to examine and discuss the school's results in the annual national tests using a version of the data that has been simplified usefully by the head teacher. This enables them to keep track of the school's performance in English, mathematics and science.
59. The school development plan is very good, well thought out and carefully planned. The four main short-term priorities for the school are the consolidation of the literacy and numeracy strategies, ICT and the revised code of practice for pupils with special educational needs. These priorities are very appropriate for the school's needs. The plan contains clear strategies on the type of indicators that will show whether pupils' attainments have improved but there are no specific targets that are precise and measurable in some cases. For example, the ICT plan relies on an audit of pupils' skills to show whether improvements have been made as a result of the various initiatives. However, there are few records of their initial attainments so that such judgements can be made. There is no similar problem in literacy and numeracy because there are clear records of pupils' initial attainments. The various plans are set out very sensibly in chronological order so that the various steps can be checked and judged one by one. In addition, the school development plan contains a number of very appropriate long-term aims up to the year 2007.
60. The school budget is used well for the benefit of the pupils. The element allocated to pupils with special educational needs is utilised wisely and is used mainly for support and teaching. The school standards fund is used very sensibly for enabling lesson observations by co-ordinators and in-service training of staff. Although the school had a sum of money to carry forward from the previous financial year that amounted to 10.5 per cent of the school budget this was offset by an overspend of 8.1 per cent of the budget in the current year. Thus, the carry forward figure into the next financial year is more appropriate. The school's budget has been benefited by large class sizes because a larger number of pupils were attending the school. However, the effect of government restrictions on infant class sizes is now beginning to have an impact on the size of the school's budget because there are less pupils to transfer to the junior school. The governing body and head teacher are now wisely beginning to discuss possible solutions that will need to be implemented in the future.
61. The school's arrangements for performance management are very good. The head teacher met all teachers in September on an individual basis for the purpose of a preliminary review. Carefully framed objectives have been set for each person, including the head teacher, and these have been assessed at the mid-year point so that any teacher who is unlikely to meet them can be supported further. Every teacher has been observed teaching a lesson so that aspects of the current objectives can be checked and also so that possible future objectives can be formulated.
62. The school applies the principles of best value effectively. It seeks to find out the views of parents via a questionnaire. It challenges itself using the principles extolled by the 'Investors

in People' award and searches rigorously for information and prices before deciding on purchases. Its use of new technology is excellent. The computer suite has teaching facilities that enable pupils to acquire skills very effectively and quickly, and is connected to broadband facilities to enhance easy access to the Internet. The budget is computerised as is a system for accessing information on pupils' attainments and progress. Arrangements are in hand to be able to use the system for predicting ambitious but achievable targets for each pupil. Interactive whiteboards linked to a computer are used for teaching. A digital camera is used very effectively for class assemblies, assessment in physical education lessons, drama, design and technology activities, and the school prospectus. Radio microphones are used by pupils during class assemblies and the office computers have an efficient server enabling them to link with each other effectively.

63. The accommodation of the school has been improved since the last inspection and now meets the needs of the curriculum and provides more room for pupils to learn comfortably. The expertise of the teachers and support staff enable pupils to achieve well. The two office members of staff work efficiently and effectively, providing a very good back-up service for the school's administration and a courteous service to parents. The caretaker maintains the school well and provides services that benefit the staff and pupils alike. Learning resources are good overall. These are used effectively to promote pupils' understanding of ideas and to enhance their progress.
64. Since the last inspection the school has made good improvements. All schemes of work for subjects have now been completed and pupils now receive their entitlement to collective acts of worship. The good quality teaching has been maintained but the teachers' expertise in ICT has improved greatly. The high quality of the leadership and management has continued. Similar procedures for assessing pupils' attainments are being used as in the last inspection but with the addition of very effective strategies for tracking their progress and the setting of targets. Cross-curricular links between subjects have been much improved. The provision for pupils with special educational needs is now good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to raise standards further and ensure good progress for all pupils the head teacher, staff and governors should:
- (1) Raise standards in mathematics to bring them in line with the high standards in English and science by:
 - ensuring that lower attaining girls perform as well in mathematics as they do in English; (3) (11) (30) (84) (85)
 - ensuring that the quality of marking and target setting in mathematics matches that in English; (23) (44)
 - making sure that visual resources are used effectively to improve pupils' learning. (86)
 - (2) Provide opportunities across the curriculum for pupils to learn about and appreciate the ethnic and cultural diversity of British society. (39)
 - (3) Ensure that a whole-school health and safety risk assessment is carried out in the near future. (42) (58)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	14	18	14	2	0	0
Percentage	11	26	33	26	4	0	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	407
Number of full-time pupils known to be eligible for free school meals	19

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	84

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	11
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	4.5
National comparative data	5.6

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	49	57	106

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	37	46
	Girls	53	42	54
	Total	95	79	100
Percentage of pupils at NC level 4 or above	School	90 (82)	75 (80)	94 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	38	42
	Girls	47	48	50
	Total	82	86	92
Percentage of pupils at NC level 4 or above	School	77 (88)	81 (78)	87 (95)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	1
White	401
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14.9
Number of pupils per qualified teacher	27.3
Average class size	33.9

Education support staff: Y3 – Y6

Total number of education support staff	8
Total aggregate hours worked per week	148

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
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)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	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	2002
	£
Total income	753107
Total expenditure	814139
Expenditure per pupil	2034
Balance brought forward from previous year	82319
Balance carried forward to next year	21287

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	407
Number of questionnaires returned	154

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	51	7	1	1
My child is making good progress in school.	38	56	3	1	2
Behaviour in the school is good.	24	66	3	1	6
My child gets the right amount of work to do at home.	19	60	18	1	1
The teaching is good.	36	60	3	0	1
I am kept well informed about how my child is getting on.	22	56	20	1	1
I would feel comfortable about approaching the school with questions or a problem.	41	56	1	1	1
The school expects my child to work hard and achieve his or her best.	49	49	2	0	1
The school works closely with parents.	19	61	16	1	3
The school is well led and managed.	31	60	1	0	8
The school is helping my child become mature and responsible.	32	59	5	0	3
The school provides an interesting range of activities outside lessons.	37	40	16	1	6

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

ENGLISH

66. Standards in English at the end of Year 6 are well above average. These inspection findings agree with teachers' assessments of pupils' attainments and with the results gained by pupils of Year 6 in the National Curriculum Tests, in the past three years. They also show improvement when compared with the above average standards reported at the time of the last inspection. Influencing this raised attainment are the school's very good leadership and management of the subject, which ensure that teachers receive training in new initiatives and have at their disposal very good documentation and resources to guide and support teaching and learning.
67. Consequently, the quality of teaching has risen from being good, at the time of the last inspection, to being very good overall. Successful planning contributes to this significantly, through lessons having clear learning intentions and all pupils having individual targets to guide their learning. At the beginning of lessons, the learning intentions are shared with the pupils so that they know what they should achieve by the end of the lesson. They participate with a clear focus. Planning adheres beneficially to the National Literacy Strategy and basic skills are taught particularly well. Teachers are also successful in nurturing English skills to very good advantage across the curriculum. For example, in history pupils use research and writing skills very well. They present history written work to a high quality as seen in their studies of Ancient Greece and Ancient Egypt. Year 6 pupils write both factually and creatively about evacuees during World War II. In geography pupils of Year 6 use note-taking skills to good advantage when watching a video of life in the Punjab and Year 4 pupils write well about conserving the planet. Above all, teachers form very good relationships with pupils, which result in a respectful learning environment where pupils behave well, have good attitudes towards their work and enjoy it greatly.
68. Although there are many strengths in teaching, questioning skills are not always as effective as possible. Examples were seen in classes when questions were either trivial or ponderous causing restlessness among pupils and when their answers were not summed up and shared with pupils thoroughly enough to reinforce and consolidate meaning.
69. One of the key factors which influence the school's success in developing pupils' English skills is the very good provision it makes for pupils with special educational needs as well as for pupils of differing abilities throughout the school. To this end, pupils of the upper school are arranged into sets within which the learning focus is finely tuned. Pupils with special educational needs are taught within the class. In the lower school, they are taught in small groups withdrawn from their classes. Within these arrangements pupils' special educational needs are met very well and teaching in both situations is very good and sometimes excellent, enabling pupils to make very good progress in building English skills.
70. A strong culture of speaking and listening pervades the school, embracing the whole of the curriculum. Consequently, pupils make very good progress and attain standards well above those expected, by the end of Year 6. Pupils enjoy the many opportunities they are given to develop and use their speaking and listening skills. Within lessons there is scope to discuss, in pairs, such matters as how to improve the poems which they wrote earlier. Here Year 4 pupils challenge each other's choice of words and demonstrate skills of asking as well as answering questions very well. Opportunities to discuss as a whole class are equally valuable in strengthening a wide range of speaking and listening skills, such as in Year 6 when pupils contribute evaluative responses to hearing each other's haiku poems being read aloud to the class audience. This strategy encourages the sharing of knowledge to very good effect, because pupils behave responsibly and take full advantage of it. The use of correct and varied vocabulary is promoted consistently; all teachers are good role models in encouraging a wide and aptly used vocabulary.

71. Contributing to pupils' confident skills are drama lessons, which have increased since the previous inspection. All classes have a hall allocation when drama activities, addressing various curricular areas, are undertaken. Many classroom lessons too include a drama section, such as the very good Year 3 lesson, when pupils, using mime together with writing skills, learned how to give and receive compliments. Here pupils made very good progress in thinking positively about others while at the same time building their own self-esteem. As well as this, pupils of each year group, together with their teacher, sit in a circle and discuss aspects of personal, social and health education. This relaxed and supportive environment is enabling pupils to acquire confidence very well. Other initiatives also serve well to build speaking and listening skills, such as the creative opportunity to dress up as and speak in the voice of a favourite character during the school's recent Book Week.
72. By the end of Year 6, pupils' attainment in reading is well above average. Reading resources are continually being added to, so that pupils use a very good variety of both fiction and non-fiction texts. There is a good, inviting library, which is highly organised, giving pupils easy access to a wide range of titles as well as to the newly installed interactive white board. A computer system manages the lending and returning of books and adds to the smooth access which pupils have to the library. Classrooms too are stocked well with a very good range of reading materials for teaching the different aspects of reading and for meeting the demands of the curriculum. With such good resources at their disposal, teachers are able to nurture reading explicitly, enabling pupils to make good progress in acquiring a wide range of skills. One of the teachers co-ordinates the organisation and quality of the library very well and ensures that the best possible use is made of the facilities.
73. Many pupils make very good progress and read with high levels of fluency and expression. A very good example of this was seen in a Year 4 class, when pupils read expressively, in chorus, texts about opposing views. Pupils are also building comprehension skills very well, showing by their responses to questions that they have understood what they have read. These skills are built upon very well both in small tutorial groups as well as whole-class lessons, throughout the junior years, by the end of which pupils have very good comprehension skills. To support their points of view, they draw information confidently from across such texts as 'For and Against Zoos' and 'Goodnight Mr Tom'. They make deductions from the information gleaned. Pupils write book reviews and describe their favourite character such as Harry Potter, an Ugly Sister and Dennis the Menace. Such activities are a stimulating means of encouraging pupils to reflect upon what they have read and communicate meaning.
74. Parents contribute well to their children's reading skills, working profitably in partnership with teachers through the home/school diary and informed by the very good guidance the school provides for parents on how to help their children. In turn, pupils have very good attitudes to reading. At all stages of the school, pupils choose to read at home. By the end of Year 6, they have made preferences in their reading choices such as Philip Pullman's 'The Amber Spyglass', and the great favourite, J.K. Rowling's 'Harry Potter and the Philosopher's Stone'. They show their breadth of reading through an enjoyment of poetry such as that written by Michael Rosen. The Book Club and exciting events stimulate pupils to read, for example, the recent and very successful Book Week when staff and pupils dressed up as characters from favourite books and acted out parts.
75. Pupils make very good progress and by the end of Year 6 attain well above average standards in writing. The school has a very successful method of giving pupils frequent, regular and varied opportunities to write independently, putting into practice the ever-increasing skills acquired in the literacy lessons. As a result, pupils write confidently in different forms and for different audiences in subjects across the curriculum. For example, they write factually and purposefully in history, geography, science, design and technology and religious education.
76. By the end of Year 6, pupils are skilled writers. The level of accuracy in pupils' spelling and punctuation is very good. They have acquired mature handwriting styles and present work to

a very high standard. The use of ICT skills, both for drafting and presenting work, has increased considerably since the previous inspection. Year 6 pupils, of all abilities, organise their work into paragraphs and structure it well, often with very good creative beginnings, middles and endings. Additionally they structure sentences well and use imaginative vocabulary. Such skills enable pupils to produce well-paced, engaging stories. Examples include those entitled 'A Strange Tale', 'The Change' and 'The Chase'. Year 6 boys write good, imaginative, action-packed stories, and due to good guidance, not least through marking, include some description of the characters' feelings, a skill which boys usually find difficult. Non-fiction writing of letters, sometimes in persuasive style, reports and posters are undertaken, with very good outcomes.

77. The school strives continually to improve the quality of marking so that it gives specific advice to pupils on how to improve their work. As a result, marking is good overall and sometimes very good. For example, in a Year 5 class the teacher wrote in a pupil's book, "You have done well in imitating the style of Jacqueline Wilson. You have used short sentences well, but make sure they contrast with longer ones to emphasise particular points in the story". This is very good practice, praising that which is good and advising specifically how to become better. Another very good strategy, in Year 6 marking, is to praise the achievement of a development point, previously identified in marking as a weakness.
78. The co-ordinator provides very good leadership and management, characterised by her enthusiasm for, and knowledge of, the subject. Monitoring of teaching, planning and pupils' work is carried out and from an informed basis planning is refined to ensure that all lessons are driven by clear learning intentions. Methods of assessing and recording pupils' progress and attainment are good. A cumulative record is built up for each pupil from which information may be drawn readily. Additionally, the end-of-year report to parents is kept year on year, building a descriptive record of pupils' strengths and weakness and targets for improvement. The detailed school development plan shows that the school is serious about improving the quality of its practice steadfastly in the subject of English, with a view to raising standards still further.

MATHEMATICS

79. The overall standards achieved by pupils in Year 6 are above the national average. They enter school at an average level and subsequently the higher attaining and average ability pupils progress well as they move through the school. However, a small number of lower attaining pupils, most of whom are girls, make less progress and they remain below average in mathematics, but not in English or science. Pupils with special educational needs make satisfactory progress, but they do not receive the same intensive skilled teaching in mathematics which is evident in the withdrawal groups in literacy.
80. The school has been successful in maintaining almost all of the good features identified in the last report. For example:
- the subject is led well by the enthusiastic co-ordinator, who has further good support from the head teacher and senior management team;
 - standards in teaching remain good;
 - pupils are still hard working and well behaved;
 - assessment processes have developed because of further improvements in ICT and its good use.
81. There appears to have been a slight decline in standards since the previous inspection in 1997 when they were judged to be well above average but the results of the annual mathematics tests immediately following the last inspection showed that standards were above average and not well above average. The school's results have risen broadly in line with the national trend since 1998 and have remained above average, apart from one year. Nevertheless the results in English have been consistently higher during this time.

82. Numeracy lessons are organised into three classes of different ability in each year group, based on careful test analysis and teacher assessments. Classes for the higher attaining and middle ability pupils are larger than those for the lowest attaining pupils. Work is planned for three different levels of ability within each class to try to ensure all pupils make maximum progress. This organisation works well for all pupils, apart from some pupils in the lowest groups, where some of the teaching, although enthusiastic and often skilful, does not focus sufficiently on the progress of girls, or the best use of resources to help pupils understand.
83. The highest attaining pupils in each year are enthusiastic and confident mathematicians. They work with numbers of increasing complexity so that by the end of Year 6 they are able to convert different worldwide currencies and use these to calculate the cost of air travel, as they did in their work related to the football World Cup. Work involving shape is of a high standard. For example, during the inspection a Year 5 class were translating shapes in the first quadrant, but in the same lesson they were discussing negative numbers, with a view to plotting co-ordinates and drawing shapes in four quadrants. Data handling is covered very successfully, both in everyday lessons and also when pupils use the well-equipped ICT suite. Because teachers plan together well, the work for pupils in the three ability groups in each year covers the same area of mathematics, but at different levels of difficulty. Thus in the Year 3 classes, whereas the highest attaining pupils read numbers to 10,000 readily and debate how to recognise multiples of 3 and 6, the middle ability group is more comfortable with multiples of 50 and 100 up to 1,000. The pupils in the lowest ability group find the recognition of multiples of 50 and 100 a difficult concept and need more time to understand it.
84. By the end of Year 6 the highest attaining group reach a high standard and the middle ability group attains at least national expectations. However, the lowest ability group contains a small number of pupils, particularly the girls, who do not attain a high enough level compared with their attainments in English. The group of pupils who are almost at an average level receive extra teaching over a ten-week period each year, which does help, but it is not as effective as the extra literacy support, which is sustained over longer periods and linked into other subjects such as history. Progress for the highest attaining pupils is very good, good for those of average ability but only satisfactory in the classes for pupils of the lowest ability.
85. However, the overall quality of teaching is good, but with areas of development which apply to all ability groups, particularly the lowest groups. Teachers meet together to plan for the three classes in each year so they prepare work successfully to challenge pupils of different abilities. They make sure all aspects of the National Numeracy Strategy are covered. Their planning and their teaching in lessons show they have good subject knowledge, and as a result they teach basic skills well, apart from some lower groups. Most pupils are always prepared to answer questions, because teachers maintain very good relationships through a mixture of well-chosen questions, the good use of praise and encouragement and a calm but authoritative approach. However, some girls are overlooked and sit quietly even if they are not sure of what to do. Support staff work alongside pupils in the lowest ability groups, and pupils benefit considerably from their guidance. Lessons are lively; teachers work hard to maintain an energetic pace so that maximum use is made of the time available. Pupils set out their work neatly and presentation is monitored well by teachers. Homework is set at a satisfactory frequency to build on work in lessons.
86. Although teachers mark the work, they do not do it with the same consistent high level as in literacy. For example, there are no individual targets set or monitored in mathematics, except for those that have begun very recently in Year 5. Whiteboards, on which pupils write their answers and by which teachers are able to check progress immediately, are used inconsistently so some pupils are not involved fully in some lessons. Other visual resources such as number squares, number lines or written mathematical language are sometimes not used well because in some classrooms these are not readily available, and partly because teachers, in their wish to maintain the pace of the lesson, do not use them enough even when they are to hand. Consequently some pupils, and in particular those of lower ability, find it harder to understand the patterns in number and measures, including shape. In some classes

boys are much more ready to answer, whilst girls are quiet and not so fully involved, even if they outnumber the boys. For example, in the 2001 end of key stage tests, whereas the number of boys reaching below average level in mathematics and English was approximately the same, the girls' results showed a marked difference. There were only three girls who attained a below average level in literacy, but 13 who remained below average in mathematics. This was the main reason for the difference in results between English and mathematics.

87. The co-ordinator has prepared an extremely detailed action plan called 'Milestones', which sets out what is to be done over a year to develop the good teaching in mathematics further. It is comprehensive and well thought out. However, there is no focus on the different progress rates of girls in mathematics and English.

SCIENCE

88. Attainment at the end of Year 6 is well above the level expected for eleven year olds and this is reflected in the school's latest very good result in the annual national tests. The high level of pupils' attainments has been maintained since the last inspection.
89. Pupils learn scientific ideas thoroughly through a good combination of good teaching and opportunities to carry out investigations and experiments. This enables them to learn and understand science from first-hand experience, providing a good depth of understanding and development of knowledge. For example, they compared the rates of cooling of water in two beakers when one was insulated. This provided them with a good insight into how materials can be kept warm for longer periods and also how to ensure that experiments are valid enough to draw conclusions. Pupils ensured, for instance, that the water in both beakers was the same temperature initially, that the volume of water in both was exactly the same and that the temperatures of both were taken at the same time as each other. Over half of the pupils achieved a level that was at least two years ahead of the expected attainment for eleven year olds in last year's national tests and this was well above the national average. This result is also reflected in the attainments of pupils judged in the present inspection.
90. Most pupils have a very good understanding of life and living processes. They know the names and functions of the internal organs of the human body as well as a good understanding of how the blood circulates. This led them to investigate successfully the effect of exercise on the rate that the heart beats. Mathematics is linked well to science lessons because, for example, pupils draw a graph of the results of their investigations and draw conclusions from the results. Most of the pupils have a very good knowledge and understanding of materials and their properties and pupils are able to use these to separate mixtures such as sand, iron filings, salt, water and nails, using filtration, evaporation and distillation. They understand physical processes and have a good understanding of the earth and beyond, forces, light and sound, as well as electricity. With regard to the latter they understand the difference between electrical circuits in parallel and those in series and can construct these effectively.
91. The quality of teaching is good. Teachers' subject knowledge of science is good and this has a good impact on pupils' acquisition of knowledge and their understanding of scientific ideas. Lesson planning is good and enables pupils to know exactly what they are expected to know, do or understand by the end of the lesson. Teachers have high expectations of what pupils can do and set tasks that challenge and extend pupils' understanding. Most teachers manage pupils' behaviour well and this results in hard work and good concentration during science lessons. They use good questioning techniques to assess whether pupils have understood the aims of the lesson, and good quality marking enables pupils to know what they need to do in order to improve. Teachers set regular homework that has a good impact on their progress and the use of regular test results enables pupils to make the progress of which they are capable. Pupils are encouraged to work co-operatively in groups and discussions between them on these occasions help consolidate their learning. Classroom assistants and special

needs assistants support pupils' learning very well. This enables them to learn effectively and to make good progress.

92. The subject is managed and led well. The present science co-ordinator has worked hard to ensure that pupils throughout the school are provided with a good sequence of learning activities that enables them to develop a thorough knowledge and understanding of science for their age. She has made sure that scientific investigations and experimentation have been a strong focus for the development of pupils' learning but, as yet, there is no successful approach to assessing pupils' skills in this area of science. Resources for learning are of good quality and sufficiently plentiful to allow pupils to make good progress. A good action plan has been constructed so that the provision for pupils' learning is continually improving and developing. A new co-ordinator will take over the leadership and management of science at the beginning of the next school year and plans are in place for regular lesson observations to take place so that the quality of teaching can become consistently strong. Target setting for pupils' achievements will also be another priority. The liaison between the present and new co-ordinator has been effective and has ensured that the takeover will not interrupt the developments that are already occurring.

ART AND DESIGN

93. The last inspection found that standards in art were above average by Year 6. Standards for the current Year 6 group of pupils are average. This apparent drop in standards is due mainly to differences in the range of work covered. For example, at the time of the previous inspection, pupils' work with ceramics was of a high standard but there is now little three-dimensional work planned for pupils to undertake.
94. By the time they leave the school, pupils use a satisfactory range of different media, including pastels, pencil, paint and mosaic. Most pupils show sound observational and colour-matching skills, for example, in completing 'half and half' cards. They work purposefully, modifying their work as they progress to bring improvement and achieve an intended effect. A good example of this was seen when pupils experimented with pastels to reproduce the sky tone in a Lowry painting.
95. A good range of prints, reflecting a range of differing styles, is displayed about the school. Pupils explore a satisfactory range of visual information, including the work of some recognised artists, such as Renoir, Picasso and Miro. Lower junior pupils studied the work of Kandinsky and emulated in their work some features of his use of colour and space. However, pupils in Year 6 recalled few well-known artists and found it difficult to discuss the work of artists they had encountered. With prompting, Year 6 pupils recognised some ways in which art can go beyond representation. For example, pupils agreed that Van Gogh's depiction of stars in his painting 'The Starry Night' was not "realistic" and one pupil suggested that he had chosen to make them look "magical".
96. Because of the school's timetabling arrangements, too few lessons were seen to allow a secure judgement on the overall quality of teaching. Scrutiny of pupils' recent work and discussion with pupils show that teachers plan well and develop pupils' skills systematically from year to year. In most year groups, teachers encourage pupils to use their sketchbooks to practise techniques, such as colour mixing, or to improve their understanding of elements such as perspective.
97. Teachers value pupils' work and present it attractively in classroom and school displays. This motivates pupils and gives them pride in their achievement. Discussions with pupils and the careful presentation of pupils' recent work show that attitudes to learning are consistently good.

98. Teachers build very good links with other subjects, for example, history and science. In Year 3, pupils studied the decorative motifs used on narrow boats to make historically accurate, colourful displays. In Year 4, pupils drew on their scientific knowledge of the structure of flowering plants to make exquisite designs using petals, stems, leaves and other plant parts, linking their work with that of the environmental artist Andy Goldsworthy. There are some valuable applications of ICT in art, for example in pupils' studies of the work of Charles Rennie Mackintosh, but these need to be developed further.
99. In an excellent Year 6 art lesson, the teacher's skilled management, high expectations and very good subject knowledge combined to produce high quality learning. Pupils gained a good understanding of some features of Lowry's style, including his use of colour and perspective. Good preparation underpinned the lesson's success. In earlier lessons, pupils had studied Lowry's depiction of people and painted 'Lowryesque' figures of their own. These conveyed character and motion well. Pupils incorporated the elements they had studied in larger scale pictures. They observed accurately and worked very carefully. Pupils of all abilities and pupils with special educational needs were fully involved in the lesson and made excellent progress in technique and understanding. Pupils shared their ideas and co-operated very well. Their attitudes to learning were excellent. This reflected the excellent relationships that prevailed in the classroom and the satisfaction that pupils found in their work.
100. The management of the subject is good. The subject co-ordinator is well informed and enthusiastic. She has a clear and accurate sense of the strengths and weaknesses in the subject and well-judged plans for its future development. However, attainment has fallen because the time allocated to art has been reduced to provide more time for English and mathematics.

DESIGN AND TECHNOLOGY

101. Standards in design and technology are above average in Year 6. This maintains the standards found by the previous inspection. Although the amount of work in design and technology in Year 6 is relatively small, teachers plan projects that are challenging and enable pupils to practise and experience the full range of skills.
102. Teachers are ingenious in building very good links with other subjects, for example geography. This makes for very constructive use of teaching time. For example, in Year 3, teachers link pupils' study of plants to a designing and making project about 'Fantastic Flowers'. In Year 5, pupils make models of shadufs, linking with their studies of Egypt. Similar projects are planned through the school so that pupils' knowledge and skills are securely built from year to year. As a result, pupils gain good practical experience and understanding and achieve well. In Year 6, pupils are beginning to involve ICT in their design work, for example by planning a flow diagram for a sequence of web-pages.
103. By Year 6, pupils plan carefully, measure accurately and collect and use information to formulate designs. They use their sketchbooks well to rough out initial plans and clarify their ideas. They consider which materials are best suited to their purpose and what tools they will need. Pupils gain experience of working to a design brief, for example, when making an Easter bonnet or a pop-up card. They learn to work within tight design constraints. Good examples of this are seen in pupils' designs for the Great Egg Project, which involved propelling an egg as far as possible without its breaking on landing. Pupils planned in detail, sequenced their work logically and showed resourcefulness and imagination in finding ways to launch the egg and ensure a soft landing. They tested and considered their designs, making changes and varying their approaches in the light of their evaluations.
104. In discussion, pupils shared ideas generously and were very thoughtful and well behaved. They were rightly proud of the products they had made and enjoyed explaining the reasons for their design choices. Pupils' attitudes to learning are very good. This results, mainly, from the relevant, exciting projects that teachers provide. These motivate pupils and engage their

interest. Teachers display pupils' work effectively. This gives pupils the satisfaction of seeing their work through from initial idea to final product and of sharing their achievement with others.

105. Because of the school's timetabling arrangements, only two lessons in design and technology could be seen. As a result, a secure overall judgement on the quality of teaching cannot be made. However, scrutiny of pupils' recent work and discussions with pupils show that teaching is good. In the two lessons seen, teachers planned and organised well, enabling the lesson to proceed purposefully. The teachers' questions encouraged pupils to think about how they would organise their work and which materials would be most suitable, for example, for stuffing a pin-cushion. Teachers ensure that the work they provide is suitably matched to pupils' differing needs and abilities, and accessible to all pupils. This enables pupils of all abilities and pupils with special educational needs to be fully included in lessons and make good progress. Some pupils, who find it hard to succeed in less practical subjects, gain great satisfaction from their design and technology work. This raises their self-esteem and improves their attitude to learning.
106. The management of design and technology is good. The subject co-ordinator carries out some monitoring of teaching and learning. This enables her to identify and respond to strengths and weaknesses in attainment and provision. She is enthusiastic and knowledgeable and has clear, well-informed plans for the further development of the subject.

GEOGRAPHY

107. Since the previous inspection standards have been maintained at a level above that expected for pupils of Year 6. Pupils, including those with special educational needs, make good progress throughout the school.
108. The quality of teaching is good overall. Last September, a new whole-school plan for geography, based on national guidelines, was put in place. This provides teachers' planning with a clear framework. From it, teachers form clear learning objectives, which they share with pupils at the beginning of lessons, ensuring that learning is focused well and that pupils know what is expected of them. Resources to support the new scheme of work have been purchased and teachers and pupils use them to good advantage. These include world maps, atlases and globes as well as secondary resources such as a variety of ICT programs and books for the various learning topics across the school. Pupils of Year 6 use the Internet to find out about weather conditions for the day in various parts of the world and Year 4 pupils link, by e-mail, to a school in India as part of their studies. Such ICT provision has increased significantly since the previous inspection and brings a sense of excitement and interest to pupils' data collection and analysis. Videos and overhead transparencies are also used well in providing very good visual teaching aids, which inform greatly pupils' understanding.
109. Teachers' good subject knowledge, coupled with the very good relationships they have with pupils, creates a busy, purposeful yet relaxed learning environment where pupils enjoy their work, have an enthusiasm for the subject and interact well with their teachers and peers. Behaviour is good.
110. Pupils of Year 3 have a good knowledge and understanding of places. They collect and assemble data to form colourful and informative travel brochures of Spain, France, Ibiza, Brazil and the USA. They describe well characteristics, which are typical of these places, covering such topics as weather, climate throughout the year and terrain. They give reasons for their choice of destination. This knowledge and understanding are built upon well in Year 4, when pupils use the world map to identify accurately the continents of the world. They map successfully, many using a key, the flight route from England to India. Here the overhead projector is used very well to keep the task focused and to support pupils who need some help. Year 4 pupils draw out well comparisons between Bristol and the Indian village of Chembakolli.

111. In their study theme of water, Year 5 pupils continue to add to their mapping skills as they map out the areas of the world with clean and unclean water. They make good use of mathematical skills by drawing pie charts to record their findings and use four-figure co-ordinates to locate positions on maps. They recognise the importance of the River Nile as a source of water in Egypt. Here geography is linked well to art as pupils paint colourful pictures of the Nile Landscape. In their study of Munaus and the jungle around it in Brazil, where rubber trees grow, pupils recognise how the rubber export trade and its demise influenced the way of life, firstly positively and then negatively. Year 6 pupils continue to add to their mapping skills and knowledge and understanding of places. They build fact-files of a good variety of places. In their mountain study theme, they make interesting comparisons between Mount Everest and other high places in the world such as Mauna Kea in Hawaii. They present full studies of life in mountainous places. Pupils draw out differences between their own life and that of a child living in the Pakistani village of Maraka. Here good use is made of a video enabling pupils to make clear comparisons.
112. There are more opportunities for pupils to build geographical enquiry skills through field studies than there were at the time of the previous inspection. These include Year 4 pupils' visit to Folly Farm and Year 5 pupils' study of Hanham High Street. Also good experiences such as the school's Africa Week give pupils an increased awareness of the world.
113. The subject is led and managed well by the co-ordinator, who has been in place for one year. He has audited the school's resources and added to them, ensuring that they match exactly the areas of learning being covered in the new scheme of work. The co-ordinator has carried out some lesson observations, checked teachers' planning and advised them on how to improve curricular provision. As a result, fewer work sheets are used, the water theme has become geographically rather than scientifically based and ICT is used more fully. Assessment procedures have yet to be reviewed, but monitoring pupils' work with a view to building portfolios which track attainment and progress has begun. Wall displays promote geographical studies well throughout the school.

HISTORY

114. Pupils' attainments are above the levels expected nationally by the end of Year 6. They make consistent good progress as they move through the school.
115. Since the last inspection standards have been maintained. The co-ordinator has adopted national guidance carefully so there is now a systematic scheme of work which was not in place previously. Teachers are now beginning to monitor pupils' progress, not only through marking, but also because they have collected together pupils' work so they are able to compare it with national levels. This is a further improvement since the last report. The school has tackled all the issues from the previous inspection effectively.
116. Most terms include an historical topic planned from national guidance into a series of well set out lesson plans. This enables teachers to build pupils' understanding of how the past influences everyday life now; they know dates of different historical periods and how people lived in those times. Photographs, books, documents and CD-ROMs are used confidently as pupils research for more information; artefacts are part of first hand experiences pupils enjoy, both in lessons and when they visit places of historical interest.
117. A particularly strong feature is the way teachers plan links with other subjects such as geography, design and technology and literacy. A very good example of this is the work when pupils study Ancient Egypt. In their study of the Nile, for example, they look at how it affected peoples' lives then and now, and designed and built a shaduf. Their writings and drawings, imaginatively presented, sometimes using ICT, contain very good historical vocabulary and detail recorded in lucid style. Pupils in Year 5 study the Tudor period and the good artwork of Henry VIII's family tree, together with charcoal drawings of houses from that time, confirm this strong link with other subjects. Teachers display pupils' work well, so the facsimile

photographs of falconers, archers and pedlars in the Tudor displays and the artefacts of Egyptian tile art and fabric designs, add to pupils' knowledge, as well as enhancing their work.

118. Teachers had also used the Golden Jubilee celebrations as an 'historical opportunity'. Pupils dressed as historical characters for a day and had researched their chosen character in detail beforehand. In Year 3, Anne Boleyn, Emmeline Pankhurst and Queen Elizabeth II all made an appearance, whilst in Year 5, Brunel, Mary Tudor and Alexander Fleming smiled confidently from small group photographs.
119. During the inspection pupils in Year 6 were studying World War II as part of the topic 'Britain since 1930'. Early in the day pupils used the interactive whiteboard to look at whether a 'veggie burger' existed then, what rationing meant, and how some food was not available in war time. Later in the day pupils explored rationing further cutting up a cheese ration, weighing out a week's sugar allowance and then seeing how it rapidly disappeared during everyday living. In literacy they read extracts from 'Carrie's War' so they could think about how it was for a child of that time. It is this approach that makes the history teaching so successful.
120. The co-ordinator leads the subject well, so that there is a clear consistent and well-planned approach throughout the school. She makes sure pupils visit places of historical interest such as museums, or experience an 'Egyptian Day', complete with a mummy, to enthuse them further. History is an integral part of a well-planned, balanced curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

121. The level of attainment in ICT is above the level expected for eleven year old pupils. The school's strong tradition of ICT development, in terms of provision of hardware and software, has enabled pupils to develop skills beyond the level of most other schools. The level of pupils' attainment has improved since the time of the last inspection when it was in line with national expectations.
122. Pupils acquire skills effectively through a wide use of ICT as a medium to learn about a range of subjects. For example, Year 6 pupils learn about cold climates around the world and locate places that would be suitable for skiing on the day they were carrying out the research. In doing so they learn how to interrogate the Internet in order to access the information they are looking for. They also develop a good understanding of symmetry by using a program that supports pupils' learning step by step. In addition, they consolidate their skills of 'dragging and dropping' straight lines as well as rotating shapes. Year 6 pupils enjoy using computers to learn about equivalent fractions and to play games helping them to build a deeper understanding of decimals.
123. By the age of eleven pupils use word-processing facilities very competently to record their thoughts and ideas in writing. For example, they wrote limericks and amended and improved their work in the process of them being written. They are successful at finding information using Internet facilities. For instance, Year 6 pupils make notes on information about different countries including typical food, currency, weather and popular sports before writing articles using ICT. They use 'clip art' very effectively to 'cut and paste' illustrations into their work. Year 3 pupils create and print an invitation card to Year 2 pupils at the neighbouring infant school to visit Hanham Abbots School in order to meet their new teachers.
124. Younger pupils use a programmable toy to draw diagrams of a postman's route when delivering letters to a number of houses. They also program the movements of the 'hungry caterpillar' so that it can move along a pre-determined route in order to 'eat' various items of food. Older pupils have made good progress from the latter stage and are able to write carefully framed instructions on the computer screen that tell the computer how to operate a

remote light or buzzer in particular simple patterns. Year 6 pupils also use *Logo* and *Super Logo* to construct shapes and to draw angles with precision.

125. The quality of teaching is good. Teachers use a very useful system installed in the computer suite to demonstrate very effectively to pupils how to undertake new ICT techniques. The system enables pupils to watch on their own screens a step-by-step demonstration of what to do. This enables pupils to develop skills systematically. The good subject knowledge of almost all of the teachers enables pupils to develop knowledge and understanding of ICT as well as to build skills. This is aided very effectively by the teachers' high expectations of what they expect from pupils during lessons. Management of pupils' behaviour is good and results in hard work and good concentration. Teachers consistently encourage pupils to be independent when using computers and this has a good impact on their progress. The pace of lessons is brisk and learning assistants play a useful role in supporting pupils whenever they have difficulties. Teachers assess pupils' attainments vigilantly during lessons so that they can support pupils with overcoming minor difficulties in their learning. Pupils with special educational needs are supported well by learning assistants, enabling them to make good progress.
126. The co-ordinator for ICT is officially due to take on the role in the coming September. However, much work has been accomplished as an acting co-ordinator in the meantime. One of the strengths of the school's ICT provision is its cross-curricular use. A wide range of curricular areas is covered using ICT as the medium for pupils' learning. This enables pupils to learn new skills as well as develop knowledge and understanding of other subjects at the same time. Staff expertise is high and all teachers have achieved a bronze level in training provided by the government's New Opportunities Funding for ICT. The school's resources are outstanding. In addition to a large computer suite that enables a whole class to be taught on computers simultaneously, there are also interactive whiteboards linked to computers for teaching purposes, and a digital camera is used for a range of purposes, including assessment in physical education lessons. However, there is no system for recording pupils' attainments over time so that a check can be made on their progress.

MUSIC

127. The attainment level of the school's eleven-year-old pupils is above national expectations overall but in certain aspects, such as singing, attainments are meeting the level expected nationally. This maintains the good level of attainment during the time of the last inspection.
128. Pupils compose a good range of their own music well. Small groups of Year 6 pupils use a variety of items very effectively to make good quality music. They perform their rhythmic compositions confidently, using improvised items such as different sized plastic containers, a range of tins and rolled up newspapers. The performances are very polished and result from good quality discussions between the pupils, agreed appropriate amendments to the musical arrangements and much practice. Pupils also compose good quality music using more conventional percussion instruments such as drums, glockenspiels, xylophones and triangles. They enjoy composing in groups according to themes such as 'the rain forest' so that their work links effectively with other subjects of the curriculum such as geography. Pupils record their compositions very competently using a written graphic system of their own devising so that they can play it and follow the music on subsequent occasions. They listen carefully to recorded music and can identify within it different musical instruments – members of the string family such as violins, cellos and double basses as well as flutes, recorders and members of the brass family such as trumpets and trombones.
129. Pupils sing World War I songs such as 'Pack up your Troubles,' 'It's a Long Way to Tipperary' and 'Red, Red Robin' competently. They sing two-part rounds and maintain their part satisfactorily. Again, this links very effectively to the theme they are studying in history lessons. However, when pupils sing during collective acts of worship they do so reluctantly, with many not bothering to sing at all. This contrasts dramatically with the singing of the

school choir which is enthusiastic and of very high quality. Pupils do not have sufficient understanding of dynamics when singing and are often unaware of the connection between the words and different singing volumes.

130. The quality of teaching is good. Teachers use resources well to enable pupils to experience a wide range of musical activities and to improve their work. For example, teachers use a wide variety of musical instruments to enable pupils to compose effectively and utilise a tape recorder so that pupils can listen to their own work with a view to improving the compositions. They play music from different parts of the world recorded on CD-ROMs to provide pupils with rich opportunities to listen to a range of music from different cultures. Teachers have a good knowledge of music and this has a good impact on pupils' acquisition of musical skills and knowledge. For example, one teacher was able to recognise and replicate rhythms of African music to reinforce pupils' learning. Another teacher showed much creativity with music and organised a series of lessons based on the use of ordinary everyday items for making music. This enthused the pupils, and their creative effort, interest and concentration was enhanced as a result. Pupils are encouraged frequently to work co-operatively in groups to compose music or to discuss other aspects of music. They are also expected to appraise each other's work and this provides a very effective way of giving pupils a good knowledge of their own learning.
131. The co-ordinator for music works hard. He arranges two ambitious annual productions based on aspects of the school's whole curriculum involving drama, dance and music. Recorder playing is taught to pupils who are willing to attend relevant clubs regularly. Years 3 and 4 pupils attend a lunch-time club to learn to play descant recorders and descant playing is extended and trebles and bass recorders are introduced to pupils in Years 5 and 6. An extra-curricular string group also valuably extends pupils' music experience. However, arrangements for assessing pupils' attainments are satisfactory but do not enable sufficient checks on how well pupils are progressing in acquiring knowledge, understanding and skills. Assessments are more connected with what pupils have covered during the year rather than on the quality of their efforts. Taking into account the many extra-curricular activities arranged in music, leadership and management are satisfactory

PHYSICAL EDUCATION

132. Standards in physical education are above average by the time pupils leave. They make good progress as they move through the school in all aspects of the subject. This is very similar to the last report.
133. The school has adopted national guidance to make sure there is a programme for pupils to develop their skills in each year. The co-ordinator has written a series of very good lesson plans from this for different elements of the subject covering dance, gymnastic, games and athletics. Swimming is taught at a nearby pool for Years 3, 4 and 5. Pupils in Year 6 have a residential week for adventurous activities. In addition, almost all of the Year 5 pupils accept the offer of a two-night visit to a local Children's Centre each September. The school now has a good structure for the teaching of skills which was not the case at the time of the last inspection.
134. The school, and the community, are proud of its long tradition of sporting success. Parents, teachers and pupils are committed to the extra-curricular sporting activities in, for example, netball, football, basketball and dance. Teams are very successful in all local competitions. Many clubs are open to all pupils, or a particular year group, whatever their ability, as part of the school's 'Sport for all' approach. As a result, pupils' everyday experiences in lessons are widened, which helps to raise standards further. Consequently, because of its overall approach to physical education, and the standards it achieves, the school has been awarded 'Schools for Health' award for encouraging active healthy lifestyles, and the 'Active Mark' for good practice.

135. During the inspection only outdoor games and swimming were timetabled. It is clear from the detailed plans, and from collections of photographs, that physical education is planned systematically and well.
136. Pupils from Years 3, 4 and 5 swim at a nearby pool. They have expert teaching from the local swimming instructor and two teaching assistants who set high standards. During swimming lessons the instructor and learning assistants encourage pupils so they are always willing to try hard to improve their skills. As a result almost all of the pupils are able to swim 25 metres by the end of Year 5. Many higher attaining pupils can swim competently using front crawl, backstroke and breaststroke.
137. Games are usually taught well, and particularly so when the co-ordinator is involved. The lesson plans set out very clearly the skills to be taught, why, and how. As a consequence, pupils build their co-ordination in throwing, catching and hitting in sports such as softball, baseball and netball to a good standard. Pupils in Year 4 catch confidently with two hands, throw underarm accurately and hit a large ball well. By the time pupils reach Year 6 they catch the ball one-handed and bowl either underarm or over arm with accuracy and some force. These skills were seen in lessons in Years 5 and 6 from both boys and girls. Teachers and pupils change into sports clothing for the lessons and as a result high standards are set from the beginning. Learning assistants help, so pupils with special needs have extra support as necessary. The field and playground are spacious and well marked out, and small apparatus is prepared in advance so lessons run smoothly.
138. However, although most lessons are of a good standard there are occasions when this is not the case. It is often a mixture of things, but it is usually because the plans, prepared by the specialist co-ordinator, are not followed as successfully as they might be by a class teacher. Sometimes, therefore, the timing of an activity, or the way it is organised, means pupils are confused and restless as a result. Sometimes pupils spend too much time listening rather than being active; on occasions not enough use is made of pupils in demonstrations so others can see what makes a performance effective, or how to improve their own. Most of these difficulties would be resolved if teachers took the opportunity to talk through the plans with the co-ordinator in more detail before the lessons.
139. The co-ordinator is leading and managing the subject successfully. There is a small amount of time to monitor teaching and to advise other colleagues. He has taken demonstration lessons to help other teachers, particularly those new to the school. The co-ordinator recognises that because of the nature of the subject it is difficult for teachers to assess standards. He is actively considering ways to improve assessment in the different elements of the physical education curriculum.

RELIGIOUS EDUCATION

140. Pupils' attainment in religious education meets the expected standards. The previous inspection found that standards were good. At that time, pupils had a good knowledge of Christianity and a growing understanding of other faiths. Pupils in the current Year 6 have a satisfactory knowledge and understanding of Christianity and some knowledge of other faiths. However, their understanding of faiths other than Christianity and of some other aspects is sound and because of this standards meet the expected level.
141. Scrutiny of pupils' recent work shows sound overall coverage and secure progress. This reflects effective planning from year to year and within year groups. However, there is some slowing of progress in Year 6. By the end of Year 6, pupils identify a range of faiths including Christianity, Islam, Buddhism and Judaism. They name the religious figures, such as Jesus or Mohammed, central to these faiths and identify the texts, for example the Bible and the Qur'an, that are sacred to believers. They know that different religions have their own special beliefs, observances and places of worship. For example, they learn about the Pillars of Faith and the Muslim pilgrimage to Mecca and study the differences between, for example, a

mosque and a synagogue. Pupils' written work is accurate in fact and detail. For example, pupils distinguish between the features of Buddhist temples found in Sri Lanka, Thailand and Tibet. They use exact terminology in drawing the interior of a Christian church.

142. Pupils cover an interesting range of work as they move through the school. For example, in Year 5, pupils make some good comparative studies. They look for parallels in stories from different religious traditions, such as those of Manu and Noah. They compare features of sacred texts such as the Bible and the Qur'an and study the causes that motivate different charities. By studying the work of people such as Mother Teresa and Albert Schweitzer, pupils come to appreciate the power of faith to confer personal strength and inspire change. Year 6 pupils gain insight into the experiences of others by, for example, studying the diaries of Anne Frank. This makes a valuable contribution to pupils' personal and social development.
143. Pupils understand that religious beliefs help people make choices in their lives. They identify the purpose of prayer as giving thanks, showing respect, confiding problems and seeking help. They explain the main point of some parables of Jesus, such as that of the Good Samaritan, but are unclear on detail. In conversation, pupils show tolerance and respect for the diversity of faiths. One pupil explained that no religion could prove that it alone was right and that each religion was, for the people who followed it, "their truth".
144. The quality of teaching in religious education is satisfactory overall. Teachers manage pupils confidently and build good relationships. The ethos for learning is good-humoured and clearly focused on the task. This helps to make learning constructive and enjoyable. The good links that teachers build with history help pupils to understand, more fully, events such as the persecution of the Jewish people and the context in which Anne Frank wrote.
145. Teachers provide some good opportunities for pupils to reflect on these and similar issues but do not always make the most of them. For example, in an otherwise effective lesson about the voyage of the Pilgrim Fathers, pupils were invited to empathise with the travellers' experiences and think about how they would handle verbal abuse. The taped resource was interesting and engaged pupils well. Pupils made useful gains in factual knowledge. However, opportunities were lost for pupils to deepen their understanding through role-play and discussion.
146. Pupils behave well in lessons. This reflects teachers' effective management. Because lessons are interesting, pupils concentrate well. In conversation, pupils are polite and supportive of each other. They enjoy discussing their work and sharing ideas. The standard of presentation in pupils' recent work shows that they take pride in its appearance and quality. In lessons, pupils settle quickly and are well organised. This results from the good work habits that teachers encourage. All pupils listen carefully and follow the teacher's instructions well. However, a significant number of pupils do not speak in class discussions. Teachers need to do more to involve these pupils and ensure that they contribute actively.
147. The management of the subject is good. The subject co-ordinator is enthusiastic and knowledgeable. Her view of strengths and weaknesses in the subject is well informed and she has identified appropriate priorities for development.