

INSPECTION REPORT

BLUE COAT CE AIDED PRIMARY SCHOOL

Wotton-Under-Edge

LEA area: Gloucestershire

Unique reference number: 115734

Headteacher: Phillip Williams

Reporting inspector: Barrie Mahoney
18175

Dates of inspection: 26 – 30 March 2001

Inspection number: 196878

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary Aided

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Symn Lane
Wotton-Under-Edge
Gloucestershire

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Appropriate authority: The governing body

Name of chair of governors: David Lee

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18175	Barrie Mahoney	Registered inspector	Foundation Stage Music	What sort of school is it? The school's results and pupils' achievements How well are the pupils' taught? How well is the school led and managed? What should the school do to improve further?
14756	John Lovell	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
23080	Robert Isaac	Team inspector	Science Design and technology Art and design Equal opportunities Special educational needs	
18370	Kevin Johnson	Team inspector	English History Geography	How good are the curricular and other opportunities?
27292	Jeffrey Calvert	Team inspector	Mathematics Information and communication technology Physical education	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the small town of Wotton-under-Edge, midway between Bristol and Gloucester. It draws its pupils mainly from the local area and pupils come from a mix of rural and urban backgrounds. Children's attainments on entry are broadly in line with national expectations and some demonstrate advanced language skills. However, aspects of personal and social skills for some children are underdeveloped, with some children demonstrating a lack of independence. At the time of the inspection there were 331 pupils on roll. There were 55 pupils with special educational needs (17 per cent), of whom 16 are on stages three to five of the school's register of special educational needs. There are eight pupils (2 per cent) who have a statement of special educational needs, which is broadly in line with the national average. There are seven per cent more boys than girls. There are very few pupils from other ethnic heritages or with English as a second language. The socio-economic circumstances of pupils are above average, with one per cent of pupils entitled to free school meals, which is well below the national average. Since the previous inspection, the school has changed its status from being grant maintained to a Church of England voluntary aided (foundation) primary school. Religious education and collective worship are both inspected separately.

HOW GOOD THE SCHOOL IS

This is an effective school with many good and very good features. Standards are above the national average in English and well above in mathematics and science by the time pupils leave the school. Pupils achieve well, because the quality of teaching is good overall, and very good in Key Stage 2, and the provision for pupils with special educational needs is very good. The headteacher provides very good leadership and is well supported by staff. Governors provide excellent support for the school and all are committed to enabling pupils to do their best. The school provides good value for money.

What the school does well

- Standards achieved by the oldest pupils in Key Stage 2 are above national expectations in English, mathematics and science because the quality of teaching is good overall and basic skills are taught well.
- Pupils do better than expected for their ages in art and design and music throughout the school because teachers have a particular enthusiasm and expertise for the subjects. The school's music and art and design co-ordinators provide particularly effective support.
- The school is very well led by the headteacher and senior staff; governors provide excellent support. This has had a positive effect upon improving the school since the previous inspection.
- The school takes very good care of its pupils, including those with special educational needs, for whom it makes very good provision. This enables them to make very good progress.
- Provision for pupils' spiritual, moral, social and cultural development is very good and, as a result, pupils behave very well, show very good attitudes to their work and work very well together.
- The quality and range of learning opportunities are very good overall, and particularly in Key Stage 2 and, as a result, effective learning is promoted.

What could be improved

- Provision for children in the Foundation Stage, including provision for children's outdoor and role play activities.
- Monitoring and promotion of good attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since its previous inspection in 1997. Standards have risen overall, particularly in Key Stage 2. The quality of teaching and learning have also improved. The school has moved into a new building and the additional facilities provided have already had a significant impact upon learning; for example, in music. The school has worked hard to address successfully the issues raised in the previous inspection. Curriculum organisation has improved and the provision for pupils with special educational needs has improved significantly. Opportunities provided for pupils to broaden the range of their writing experiences have also improved.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	B	C	B	C
Mathematics	A	C	A	B
Science	A	A	A	B

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

The table above shows that the performance of pupils in 2000 was well above average in mathematics and science and above average in English when compared to all schools. In comparison with similar schools with a similar proportion of pupils eligible for free school meals, results were also above average in mathematics and science and average in English.

Inspection evidence shows that standards achieved by the oldest pupils in Key Stage 2 are above national expectations in English, mathematics and science. However, spelling skills are insufficiently developed across the school. The difference between the inspection evidence and statutory test results are due to the differing abilities of the year groups. Children start school with skills that are broadly in line with expectations and above expectations in their language development. However some aspects of their personal and social development, and particularly their personal independence are below what would be expected for children of this age. Pupils do much better than expected for their age in art and music throughout the school, because teachers are skilled and enthusiastic about the subjects. They receive particularly effective support from the music and art and design co-ordinators. Standards are above national expectations in history in both key stages, and are as expected in all other subjects.

Results over time have steadily improved, and this is more apparent in Key Stage 2. There are differences between the attainments in different year groups and this contributes to variations from year to year. The school has set appropriate targets for pupils' attainment in English and mathematics and is on course to meet them this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school because they know that they are valued. They want to learn and work hard.
Behaviour, in and out of classrooms	Very good. Pupils behave very well and follow the school's expectations of behaviour.
Personal development and relationships	Very good. As pupils get older they take on a range of duties around the school. Relationships are very good throughout the school.
Attendance	Satisfactory.

- The very positive attitudes of pupils are a strength of the school and has a positive impact upon learning.

TEACHING AND LEARNING

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

Taking all aspects into account, including the consistently good and very good teaching in Key Stage 2, the quality of teaching is good overall. Overall, teaching was satisfactory or better in all lessons seen during the inspection and 43 per cent were good. Thirty-six per cent of lessons were very good and seven per cent were excellent. Examples of good or better teaching were seen in most classes. The very good and excellent teaching leads to very good learning. Teaching in English, mathematics and music are very good in Key Stage 2, and very good in art in both key stages, enabling pupils to make very good gains in their learning and contributing to the good progress made. Strengths in the quality of teaching include very good subject knowledge, well-planned lessons, which meet the needs of all pupils and very high expectations. A particular strength in most lessons observed is the way in which teachers explain what pupils are going to learn and continually reinforce this during lessons. Consequently, pupils have a good knowledge of their own learning and work hard to succeed. In the small number of satisfactory lessons, pace was slower and occasionally, group tasks were insufficiently challenging and consolidated skills that pupils already knew. In the Foundation Stage, the quality of teaching is more uneven, and some tasks for children were not always sufficiently matched to their needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The contribution made by the community is very good. There is very good equality of opportunity. Provision for extra-curricular activities in Key Stage 2 is good. All statutory requirements are met.
Provision for pupils with special educational needs	Very good. Very good quality support. The school is committed to the inclusion of these pupils in all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' spiritual, moral, social and cultural development is very well provided for and has a very positive impact upon pupils' attitudes, values and their learning.
How well the school cares for its pupils	Very well. Staff know the pupils well and effectively monitor their personal development.

- The school enjoys a good partnership with parents. Parents have positive views of the school and their support has a very positive impact upon the work of the school.
- There are weaknesses in the monitoring and promotion of good attendance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very effective leadership, achieving much since his appointment three years ago, very successfully facilitating the move to a new school building and raising standards. He is well supported by the deputy headteacher, senior management team and all staff.
How well the governors fulfil their responsibilities	Excellent. The governors have a very good understanding of the strengths and weaknesses of the school and their support for the school is outstanding.
The school's evaluation of its performance	Very good. One of the reasons for the school's success is the attention it gives to identifying and addressing areas of weakness. The quality of teaching is effectively monitored and this leads to consistently good teaching across Key Stages 1 and 2.
The strategic use of resources	Very good. The school creatively uses the resources at its disposal in its interests to improve pupils' learning.

- The school is well staffed. The new school building provides good accommodation, particularly in the provision of two halls, music room and computer suite. However, there is no secure play area for the under-fives and provision for role-play is uninspiring. Resources overall are very good.
- Thorough monitoring of all aspects of the work of the school contributes strongly to its success.
- The principles of best value are applied exceptionally well. The headteacher and governors have worked very hard to ensure that all available funds for the new school building are very effectively spent.

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. • Their children enjoy coming to school. • The teaching is good and children make good progress because they are expected to work hard. • Parents can approach the school with any questions or problems. • The school is helping their child to become mature. 	<ul style="list-style-type: none"> • Some parents feel that the school does not work closely with them and they would like more information about how their child is getting on. • Some parents feel that their child does not get the right amount of work to do at home.

- Inspectors agree with the strengths mentioned by parents but found that the school makes good efforts to work closely with parents and to keep them informed about pupils' progress. However, inspectors agree that the setting and marking of homework are inconsistently implemented throughout the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Assessment evidence shows that the attainment of the present year group of children on entry is broadly average. Children demonstrate good communication skills, and particularly their speaking skills, although their personal and social skills are less secure; for example, their personal independence. Children achieve satisfactorily in the reception classes and broaden and consolidate their knowledge in all areas of learning. By the time children end the reception year they are nearly all achieving the early learning goals, and are particularly strong in their communication, language and literacy skills.
2. In the National Curriculum tests in 2000 at the end of Key Stage 1, pupils' performance was above the national average in reading and in line with the average in writing and mathematics. Teachers' assessment for science shows standards to be above average. The percentage of pupils achieving at the higher levels (level 3) was above the national average in reading, writing and mathematics. When compared with schools having a similar percentage of pupils eligible for free school meals, standards are average in reading and below average in writing and mathematics.
3. Trends over time indicate that in Key Stage 1 since 1998, standards have remained just above national averages in reading, writing and mathematics, although the gap between school and national standards is narrowing, and particularly in writing and mathematics.
4. There are several reasons why pupils do well by the time they leave the school. The consistently high quality of teaching, particularly in Key Stage 2, and the attention given to identifying areas of weakness, both as a school and for individuals, contribute to high standards. The high quality teaching, which provides challenge for pupils of all abilities, including a thorough understanding of how to teach the National Literacy and Numeracy Strategies, makes a significant contribution to the good standards achieved. The very good provision for pupils with special educational needs also enables many to achieve national standards by the time they leave the school.
5. Inspection findings indicate that standards are above national expectations overall by the end of Key Stage 2 and that pupils are achieving well. Standards have risen overall since the previous inspection, and particularly in Key Stage 2. Standards achieved by the oldest pupils in Key Stage 1 are in line with expectations in English, mathematics and science. Standards achieved by the oldest pupils in Key Stage 2 are above expectations in English, mathematics and science. The reasons for the differences between inspection evidence and the results of the 2000 tests are due to the differing abilities of the year groups.
6. In English, pupils achieve well as they go through the school, and especially in Key Stage 2. Standards in English have been maintained since the previous inspection. Pupils in Key Stage 1 demonstrate better than expected speaking skills. Their attainment in reading is above average and they reach the nationally expected standards in writing. The school recognises the differences between girls' and boys' attainment and is taking appropriate action by modifying the English curriculum in order to promote writing skills more purposefully. Through the development of role-play and drama, pupils are encouraged to express their thoughts verbally before

writing them.

7. When pupils start school most have a secure vocabulary for their age. The school builds well on these skills by providing good opportunities for speaking and listening. Consequently, by the age of seven, pupils express their views confidently in both formal and informal situations, and at all times speak politely. Pupils make good progress with their reading. By the age of seven, most pupils read accurately and with increasing fluency. Pupils continue to develop their skills well in Key Stage 2 and they demonstrate good research skills in this key stage.
8. Standards of writing in Key Stage 1 are satisfactory. Most pupils express their ideas clearly in well-sequenced sentences and their writing shows good awareness of audience as well as good development of language skills. Key Stage 2 pupils use an increasing range of writing styles for different purposes. As well as narrative and instructional texts, they keep diaries, express different points of view about a topic and write their own poetry. Writing is also strongly linked to other subjects. Spelling skills are insufficiently developed across the school.
9. In mathematics, pupils achieve soundly in Key Stage 1, and achieve well in Key Stage 2. The National Numeracy Strategy is fully in place and this structure has been effective in supporting overall improvement since the previous inspection. Pupils with special educational needs are supported well and they make very good progress.
10. Standards achieved in science by the oldest pupils in Key Stage 1 are in line with national expectations and in Key Stage 2 are above national expectations. This is an improvement on standards at the time of the previous inspection when standards in Key Stage 2 were average.
11. In most aspects of information and communication technology pupils achieve expected standards for their age in both key stages. Currently, pupils are achieving satisfactorily and the school is using recently installed equipment more in order to raise standards further.
12. Standards achieved by oldest pupils in both key stages are well above expectations in art. Standards achieved in music are well above national expectations in Key Stage 2 and above expectations in Key Stage 1. In history, standards are above expectations in both key stages. Standards in design and technology, physical education and geography are in line with expectations in both key stages.
13. Pupils with special educational needs are achieving standards in line with targets set in their individual education plans, and they are making good progress in the Foundation Stage and Key Stage 1, and very good progress in Key Stage 2. Pupils make very good progress in Key Stage 2 because their needs are identified early by the special educational needs co-ordinator and external agencies and appropriate support is given. The school tracks pupils' progress effectively and sets realistic targets for these pupils. Higher attaining pupils are also set challenging targets and make good progress overall. Pupils for whom English is an additional language also make good progress.

14. The headteacher, staff and governors are well aware of the school's strengths and weaknesses and set challenging targets for year groups and individual pupils. The school has been successful in achieving its targets and raising standards, particularly in literacy and numeracy. During the inspection, there were no significant variations observed in the performance between girls and boys.

Pupils' attitudes, values and personal development

15. Pupils' attitudes are a significant strength of the school and have been maintained since the time of the previous inspection. Almost all parents state that their child likes school and this is borne out by the pupils themselves. Pupils' very good attitudes to learning, very good behaviour, very good relationships and very good response to opportunities for personal development make a significant contribution to their progress and attainment.
16. The attitudes of pupils to school, and to learning, are generally very good and, on occasions, excellent. When the pace of the lesson is good and pupils are appropriately challenged, they show great interest and enthusiasm for their work and an eagerness to complete tasks. They concentrate well, persevere with difficult tasks and work well, both independently and in groups; for example, pupils in Year 4, who were reviewing a poem, which they were to perform later in the week, organised themselves very effectively in pairs and small groups, sharing and developing ideas. This benefited their learning and understanding and, through excellent collaboration, pupils produced a confident and exciting performance which effectively captured the pace of the original poem.
17. Parents believe that the school achieves high standards of good behaviour and that the school's values and attitudes help pupils to become mature and responsible. Pupils' behaviour around the school and in lessons is very good and most pupils are self-disciplined. Pupils have a clear sense of responsibility for their own good behaviour. They have positive attitudes and a very good understanding of their impact on others in creating an environment in which they can all learn. There have been no exclusions in the previous year. Pupils are very orderly in their movement around the school and in waiting for their lunches. They are courteous, polite and trustworthy, taking great care of equipment, resources and property and keeping their school clean and tidy. They take great pride in the many attractive displays of art that are located around the school and in which they were involved. The school functions as a very orderly community with a very positive, sharing and caring ethos. Pupils understand the high standard of behaviour expected from them and respond very well to this. This assists both learning and teaching.
18. Relationships are very good between pupils and between pupils and all adults in the school. Pupils are courteous and respectful to adults and show an appreciation of each other's work. They listen attentively to their teachers and other adults and show respect for other pupils' feelings, beliefs and values; for example, pupils in Year 6 readily help younger pupils, acting as 'buddies' with great sensitivity and responsibility.

19. The personal development of pupils is very good and, throughout the school, they respond very positively to opportunities to be involved in the daily routines as well as undertaking class responsibilities and whole-school duties with maturity, care and pride. The class representatives take their duties very seriously and fulfil them very well. They organise the 'swap shop' at lunch time, managing the issue and return of playground equipment, and show visitors around the school with great pride and confidence, readily answering questions and providing explanations. A significant strength is the very good collaboration that takes place throughout the school; for example, pupils in Year 1 collaborated very well, in practical work and discussion, when investigating circuits to light a bulb. Pupils in Year 6 very effectively share and develop ideas when researching countries using books and the Internet. At lunchtimes, pupils take care of each other and play together very well. They are also active in the local and wider community providing music and entertainment at a local church fete, as well as developing a very good understanding of the needs of others through assemblies and visiting speakers. Pupils are involved in supporting local, national and international charities, ranging from supporting the work of Doctor Barnardos to that of a project to purchase basic books and equipment for a school in Maghimbinyi, Kenya.
20. Levels of attendance are satisfactory, but show a reduction on that recorded at the time of the previous inspection. An analysis of attendance during the previous autumn term showed that attendance was 94.6 per cent with no unauthorised absence. The figures provided to the Department for Education and Employment (DfEE) for the previous year (1999/2000) stated that attendance was 91.4 per cent, again with no unauthorised absence. These figures compare with national figures of 94.4 per cent attendance with 0.5 per cent unauthorised absence. However, the 1999/2000 figures provided by the school were incorrect because of inconsistencies in the completion of registers, which led to an incorrect analysis of the reasons for absence and a misinterpretation of guidance received from the DfEE. The guidance referred to changes in registration requirements and introduced a new registration category. As a consequence of the misinterpretation, the school wrongly classified those days on which pupils were participating in visits and residential trips, organised by the school, as authorised absences. The actual attendance levels were higher than those stated, but corrections have not been made to the records or analysis.

HOW WELL ARE PUPILS TAUGHT?

21. Taking all aspects of teaching into account, the quality of teaching is good overall and leads to good learning. All lessons observed were at least satisfactory, with seven per cent being excellent, 36 per cent being very good and 43 per cent being good. This is an improvement upon the previous inspection, where some lessons were judged to be unsatisfactory. The quality of teaching is consistently high in Key Stage 2, with examples of very good and excellent teaching. The quality of teaching is more variable in the foundation stage and Key Stage 1, although examples of good and very good teaching were also observed. As a result of the good quality teaching across the school, and particularly in Key Stage 2, including very good provision for those with special educational needs, pupils make good progress. As a result, by the time pupils leave school at the end of Key Stage 2, they are exceeding the standards expected in English, mathematics and science.

22. In Key Stage 2, the quality of teaching is very good in English, mathematics, and music. It is good in science, information and communication technology and geography. In Key Stage 1, the quality of teaching is good in mathematics and satisfactory in English and science. In both key stages, the quality of teaching is very good in art, good in information and communications technology, history and physical education. There was insufficient evidence to make a judgement about the quality of teaching in geography and music in Key Stage 1, and design and technology throughout the school. Features of the lessons where the quality of teaching is particularly strong include very good subject knowledge, well-planned lessons, which develop what pupils already know and high expectations. Teacher's subject knowledge has improved significantly since the previous inspection. Pupils are managed well and teachers use questions effectively to extend learning. As a result, pupils make good gains in their learning. A particularly strong feature is the way in which teachers explain what pupils are going to learn and continually reinforce this through the lesson. In one very good mathematics lesson for pupils in Years 3/4, the teacher effectively consolidated pupils' understanding of fractions through well-prepared practical activities and breaking new concepts into easily understood sections. Effective questioning successfully reinforced pupils' understanding and led to effective learning.
23. Other features of the high quality of teaching in many lessons include the use of challenging questions to extend learning. Teachers are particularly successful in matching their questions to the needs of individuals in whole-class sessions in literacy and numeracy. This contributes positively to the standards attained. Teachers take every opportunity to extend and enrich learning through their questioning; for example, in one very good lesson in a reception class, children's learning about magnets was successfully challenged and extended through the use of perceptive questioning and opportunities to investigate. The use made of support staff is another factor that leads to good teaching and learning. Support staff are well prepared and work very well with teachers to ensure that the needs of all pupils are met. Consistent expectations, where the contributions of all are valued, and the use of interesting resources, which motivate the pupils, are other features of successful teaching.
24. In the small number of satisfactory lessons, pace was sometimes rather slow and expectations of what pupils could achieve were insufficiently high. As a result, some pupils quickly became bored and unsettled. Occasionally, group tasks were insufficiently challenging to promote good learning and consolidated skills which pupils already knew; for example, in parts of literacy and numeracy lessons in the Foundation Stage.
25. Strengths in the quality of teaching, particularly in Key Stage 2, contribute to better standards than are expected for eleven-year-olds. In music, for example, the specialist music teacher provides well-focused teaching, based upon very good subject knowledge. Lessons proceed at a brisk pace and include a variety of well-planned activities. In one excellent lesson, pupils developed the theme of Victorian street cries, effectively supported by recorders and percussion instruments. The lesson was placed into a clear historical context and the teacher's own examples, technical expertise and enthusiasm strongly influenced the high quality of pupils' learning. In art, high quality teaching is characterised by adventurous lessons, imaginative topics and innovative themes; for example, Year 1/2 pottery lessons, 3D papier-mâché sculptures and the high quality tiled mural produced jointly by Key Stages 1 and 2.

26. Overall, the quality of teaching for children in the Foundation Stage is good. The class teachers have a mostly good knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. There is an appropriate emphasis upon activities that will promote speaking and listening; for example, through the introductions to the literacy and numeracy lessons. However, some of the lessons observed, particularly in literacy and numeracy, were too long and children became restless and inattentive and tasks were not always sufficiently matched to the needs of children in the foundation stage. The quality of teaching is uneven across both reception classes. Where teaching is very good, activities are exciting and fully involve the children. Well-established routines and high expectations of children ensure effective learning. The quality of learning is sometimes hindered by the lack of adults to help support some of the group activities; for example, during the play plan sessions.
27. The consistently good or better quality of teaching makes a significant impact on the very good progress made by pupils with special educational needs, and this is a good improvement since the previous inspection. Their needs are viewed as a high priority by the school. The inclusion of all pupils underpins the good ethos of the school and is of mutual benefit to the whole school community. Class teachers are well aware of their pupils' needs and work in close conjunction with the co-ordinator for special educational needs and support staff. The quality of teaching in small groups is very good and teachers use a good range of useful resources effectively; for example, when a large bar of chocolate was used with a group of special educational needs pupils to demonstrate practically how fractions work in mathematics. Higher attaining pupils are well challenged in most lessons.
28. Teachers show a very good understanding of how to teach the National Literacy and Numeracy Strategies. Strengths include the good use of support staff, who provide valuable support and encouragement during group activities. This ensures that pupils remain on task and that their particular needs are met. Teachers take every opportunity to extend language and this contributes to improvement in standards in English and mathematics. Teachers are competent in teaching reading.
29. The use of homework is satisfactory throughout the school. Reading books are taken home regularly and reading record books indicate a good working partnership between teachers and parents. There are also good examples of pupils working at home with spellings and using reference books. However, the policy for homework is inconsistently applied across the school, with pupils and parents being uncertain about what homework will be set and when.

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

30. The school teaches all National Curriculum subjects, including religious education and meets all statutory requirements. The curriculum provides a very good range of relevant and worthwhile opportunities for pupils. Grouping by prior attainment for mathematics and English in Key Stage 2 effectively challenges pupils at different levels. Literacy is linked well with other subjects enabling pupils to develop their writing skills in history, geography and science. A further example is the way in which Key Stage 1 pupils linked their reading of Katie Morag stories with a geography study of life on an island. They also employed their art and design skills to build a model of the Isle of Coll. Data handling skills are used well for information gathering in science and geography studies. Particular strengths of the curriculum are the provision for music and art, where teachers use their subject expertise very well to promote high standards.

31. There is a very good emphasis on literacy and numeracy, and basic reading skills are taught well. The school has introduced a phonics teaching scheme in the Foundation Stage and Key Stage 1, which is having a good impact on pupils' knowledge of letter sounds. However, pupils' spelling is not sufficiently consolidated, resulting in some weaknesses in both key stages. Good opportunities for speaking and listening are provided through role-play, which is used well to promote skills of listening and as a stimulus for writing. Drama is becoming a more significant feature of the English curriculum. Pupils develop high levels of competence with number, and use both mental and written methods effectively to solve problems.
32. The curriculum for children in the Foundation Stage is satisfactory overall. Detailed long-term plans are in place that include all the areas of learning that should be taught to children before they enter Year 1 and are appropriately focused upon the Early Learning Goals for children of this age. Lesson planning is detailed and children have access to a wide range of suitable activities and learning experiences. Teachers and teaching assistants have a good knowledge of the children in their care, and the curriculum is appropriate to meet their differing needs. Some areas of learning are restricted by the lack of an outdoor play area for these children. The role-play areas are also insufficiently developed and at present do not promote effective learning. However, both of these weaknesses are recognised by the school as an area for development.
33. Provision for special educational needs is very good. Pupils with special educational needs study the full range of National Curriculum subjects and teachers match their work carefully to meet their individual needs and abilities. Teachers include pupils with special educational needs fully in school life and the careful planning of lessons ensures that pupils have full access to the curriculum. The co-ordinator for special educational needs and other staff effectively use information and communication technology to support the learning of these pupils, and the school is currently seeking ways to improve this provision; for example, by ensuring that the computer in the special needs room is linked to the Internet.
34. The school makes good provision for pupils' personal, social and health education. In science lessons, pupils learn the importance of a healthy lifestyle and this is reinforced during the school's annual 'health week'. Year 6 pupils are made aware of the harmful effects of drugs, and the school nurse helps with the provision of sex education for girls and boys in Years 5 and 6. The curriculum policy for personal, social and health education is being updated at present to include citizenship.
35. Provision for extra-curricular activities is good overall. The school offers a wide range of sports opportunities as well as country dancing, environmental, crafts and French clubs. There is strong support for the choir and orchestra. At present, these opportunities are not available for pupils in Key Stage 1. There is a cycling proficiency scheme for pupils in Year 6 during the summer term.
36. Links with the community are very good and significantly enrich the work of the school. Resources for information and communication technology have been enhanced under the sponsorship of a business link, and the community and environment are used very effectively; for example, when gathering data for geographical surveys. There is a very strong link with the local church, which has provided a rich source of historical information. Pupils' learning in geography and science is enriched by a visit to the local sewage farm. The school also hosts many community events such as the local music festival and the Round Table bonfire celebrations. The school has held book

and poetry days, when adults from the community have come to school to talk about their favourite childhood books, and pupils have joined with other pupils from a nearby primary school to perform poems. Pupils from the local secondary school drama group have visited the school to give performances.

37. The quality of relationships established with the adjoining and local playgroups and the secondary school are good. There is a good exchange of information that ensures a smooth transition for pupils between the different phases of education. The school welcomes students from colleges of further education and from teacher training institutions.
38. Since the previous inspection, the school has maintained the good quality of curriculum provision in most areas and strengthened opportunities for cross-curricular learning, links with the community and provision for special educational needs.
39. At the time of the previous inspection, pupils' spiritual, moral, social and cultural development was judged a strength of the school. Provision in all aspects remains very good throughout the school.
40. Provision for pupils' spiritual development is effectively promoted through the whole curriculum, people, relationships, ethos and culture of the school; for example, there is the chance for pupils to express their feelings in artwork. Most acts of collective worship meet statutory requirements. Daily worship is planned to cover a range of themes with whole-school, key stage or class assemblies; for example, in Year 4 pupils chose a random name of another class member from their special box and wrote one nice thing about that pupil. Creating a circuit in Years 1/2 science lesson, provided pupils with a sense of wonder. Similarly, children in the Foundation Stage showed wonder when firstly seeing the power of a magnet to be able to attract and repel, and secondly in music when first hearing the note, 'f' sharp. There are several examples of spiritual development such as cross-curricular work on Islamic beliefs and customs, which are displayed in school. These indicate the strong contribution religious education lessons make towards the pupils' spiritual development.
41. The understanding of right and wrong is reinforced throughout the day, as are good manners. Teachers have high expectations of their pupils and school rules are positive. Each class has its own representatives and pupils readily accept responsibility. Older pupils undertake many duties and volunteer to help younger pupils. During the inspection, a Year 6 pupil was seen looking after a Key Stage 1 pupil in the dining room, by leaving the table unprompted to fetch the younger pupil a drink of water. The school cultivates a positive climate, which actively encourages pupils to explore their feelings, their responses to situations and the implications of their actions. In drama and role-play, they learn how to respond to the needs of others and there are good opportunities in circle time and in personal, social and health education lessons for older pupils to offer their opinions.

42. There is the regular chance to develop collaborative and team skills in lessons. Pupils' experiences are enriched beyond the school day, as in Year 6 when pupils experience a residential visit to an outdoor activity centre, and Years 4 and 5 undertake a residential visit to Ironbridge. In many lessons pupils work in partnership; for example, in information and communication technology work they support each other's learning. Relationships in the school are very good and staff are very good role-models. Pupils use initiative to undertake charity work to raise money for those around the world less fortunate than themselves.
43. The provision for cultural education is successfully promoted through lessons where art and music provide links with different cultures and raise awareness of the lives of others. Pupils engage in much study of their own heritage and give history a local perspective. Pupils visit Blist Hill Museum to support their learning, and there have been art weeks with an artist in residence. Year 6 pupils experience Japanese lessons and there is also an after school French Club. Pupils' learning was enhanced when they listened to music from African Culture during one Key Stage 2 worship observed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Since the previous inspection, the school has continued to provide a secure, happy environment, which functions as an orderly community with a caring ethos. All staff set very high standards for pupils and act as very good role models. They are very effective in promoting good standards of discipline and behaviour.
45. Procedures for monitoring pupils' personal development are good and staff know pupils very well. Pupils are very confident that they may approach staff with any problems and they feel that they are very well supported. The very good personal support and guidance, which teachers provide, assist all pupils to develop their independence within a supportive community and to benefit from the opportunities offered.
46. The school's very positive ethos and the very high expectations of all adults working within the school are successful in promoting pupils' very good standards of behaviour in and around the school and during lessons. The school has very effective procedures for monitoring and promoting good behaviour. Pupils understand the rules very well, and the high expectations of staff, and the application of rewards and sanctions throughout the school is consistent. The school has a very positive approach to dealing with any concerns about bullying, and fully involves parents when necessary. Pupils know that they can turn to a member of staff in the case of any difficulties. The effectiveness of the strategies used ensures the very high standards of behaviour and very good personal relationships, and these have a positive effect on both attainment and progress.
47. Child protection arrangements are good and the school uses the local area protection committee's procedures, which fully comply with requirements. The headteacher is responsible for child protection and has received appropriate training. There are good liaison arrangements with social services and other agencies in the case of any concerns. Staff and adults helping within the school are aware of the child protection procedures to be followed and some staff have received training in the use of restraint to prevent children from harming themselves or others. The school exercises its responsibilities with care and vigilance.

48. The school has very good procedures to monitor and promote health and safety and has recently reviewed its health and safety policy, which is awaiting formal approval by the governing body. Safe practice is promoted very well within lessons; for example, Year 4 pupils making a picture frame had a very good understanding of the need to exercise care when moving around the classroom with tools or cutting materials. Key Stage 1 class representatives demonstrated an excellent understanding of the school's evacuation procedures when showing inspectors around the school, taking time to show the assembly points and explain the need for checking that everyone was safely out of the building. The school has a very good understanding of risk assessments and these are completed and appropriately reviewed. Identified safety issues are addressed promptly. Equipment and appliances are regularly tested and, throughout the school, there is a good awareness of safety.
49. The arrangements for providing first aid are good and pupils are looked after well. Nearly all staff have received basic first aid training and there is always one member of staff on duty who holds a full, current first aid qualification. First aid boxes meet requirements and accidents are properly recorded which benefits the identification of any potential risks.
50. Procedures to monitor attendance are unsatisfactory and good attendance is not celebrated. The procedures are not as effective as those found at the time of the previous inspection when they were described as 'efficient and fully meeting statutory requirements.' There are inconsistencies in the way in which registers are completed, particularly in relation to the use of symbols to categorise absence and inform monitoring and, as a consequence of misinterpreting a DfEE Circular, pupils participating in educational visits are recorded as being absent from school. The school has recently recognised these issues and is currently reviewing its procedures to ensure that the recording of attendance is accurate, meets statutory requirements and supports regular and accurate monitoring.
51. The school has effective procedures to contact parents on the first day of a pupil's absence if no explanation has been received. Parents are encouraged not to remove pupils from school to take holidays during term time and, in particular, during the period when National Curriculum tests are being taken. Other than in exceptional circumstances, holidays in excess of two weeks are not authorised. The school works in close liaison with the educational welfare officer who visits the school regularly and provides effective support to ensure regular attendance at school.
52. The school works closely with the local education authority, together with other specialists and support agencies. These links all make a good contribution to the provision of support and advice to the school and pupils, including pupils with special educational needs.
53. The school has become more consistent in its use of assessment information to guide curriculum planning since the previous inspection. Based upon systems of assessment, the school sets realistically challenging targets for its pupils to achieve overall, which ensures the school is always questioning how it can do better. Assessment in both key stages is an integral part of teacher's planning. Marking remains positive and instructive to support pupils as they move to the next and appropriate stage of their learning. Also in Key Stage 2 assessment is informative, in order to identify how pupils can be more suitably placed within a group or a set for English and mathematics and how they then can subsequently be best provided for. The school fully complies with the requirements to administer statutory tests at the end of each key stage, and is developing its own appropriate range within year groups.

54. Overall, procedures used to assess pupils' attainment and progress are good. The systems for assessing their levels of attainment in English and mathematics are now established and are to be introduced in science in the near future. Formal assessment in information and communication technology has yet to begin. The school is now well placed to pursue its plan to develop the system across other subjects.
55. The procedures to monitor and support pupils' academic progress are very good. The school keeps a record of academic progress throughout the school in individual files. These contain samples of work from different year groups as well as test results and annual reports. Good records are currently kept throughout the school for mathematics and English, including reading, although spelling is a weaker element. Progress books are used in mathematics and English to monitor the progress of pupils' work.
56. Key Stage 1 pupils have an assessment day every half term and in Key Stage 2 every month where pupils are engaged in short numeracy and literacy tests. Key Stage 2 pupils experience a mathematics investigation in the previous week. The results are carefully analysed by teachers in order to set appropriate individual targets. Group targets are based upon investigations. The information gathered by teachers from these assessments is used to identify common weaknesses and deal with them. Older pupils are involved in relevant discussions. Records of tracking pupils through the school for English and mathematics are kept, therefore statutory predictions for attainment at the end of Key Stage 2 National Curriculum tests are based on an on-going picture of prior attainment. Internal test results are also used effectively to track pupils' progress through the school. During termly department meetings teachers meet to ensure target setting and levelling of work is consistent.
57. Throughout the school there is evidence of good use of assessment outcomes overall to plan what pupils need to be taught next. An individual pupil's target card is kept at the front of their exercise books. These targets are personal but sometimes lack detail. The quality of teacher's day-to day-assessment is good and teachers evaluate lessons effectively. The system of evaluating teaching and learning in lessons to inform the next stage of learning is implemented successfully throughout each key stage.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The school's partnership with parents is good and continues to encourage very good support for children's learning. An effective partnership between school and home is promoted through good communications and the very active involvement of parents in the life and work of the school. Parents have high expectations of the school and are very supportive of pupils in their learning.
59. Parents express positive views of the school and almost all parents state that their child likes school and that it is helping their child to become mature and responsible. Parents also express particularly positive views about the quality of teaching, the high expectations of the school, standards of behaviour and the leadership and management of the school. A minority of parents expressed concerns about the information provided about their child's progress, the arrangements for homework and the closeness with which the school works with parents. The inspection team supports the positive views of parents and also agrees that the provision and marking of homework are inconsistently applied across the school. However, the inspection team judges that the school is working hard to work closely with parents and that

sufficient information about their child's progress is available for them.

60. The information provided for parents is good and the school keeps them well informed through regular newsletters, including the excellently produced termly 'Echoes' newsletter and information provided by the parent and teacher association (PTA). The school organises very helpful workshops, which give parents the opportunity to find out more about areas of the curriculum, such as literacy and numeracy, and about issues such as transfer arrangements. Overall, the information provided by the school for parents to support their children's work at home and to reinforce learning is good.
61. After school, on most days, the headteacher goes to the school gate and talks informally with parents. Open evenings, with an opportunity to meet with teachers, are held twice each year and these are attended by over 95 per cent of parents. These arrangements are good, although some parents express concern that because older pupils are placed in ability groups for numeracy and literacy, they do not always meet their child's teacher for these important subjects. The school seeks to contact those parents who are unable to attend the consultation evening, to provide them with an opportunity to discuss their child's progress. Annual progress reports provide good information about pupils' knowledge, understanding and progress. They identify clear targets which assist parents to support their children and help them to move to the next stage of their learning and which, in English and mathematics, are usually closely linked to pupils' personal targets.
62. Parents play a very important part in the life and work of the school and their involvement makes a very positive contribution and is valued by staff and pupils. The partnership between school and home is reinforced by the school and home agreement that most parents have signed. Some parents regularly provide effective assistance in classrooms, with activities such as reading, whilst others help with the supervision of pupils on visits or during activities such as swimming, or by sharing with pupils their interests or particular skills, such as glass painting. Other parents have made a significant contribution through their involvement with the computer support group that has helped with the establishment of the computer network and facilities.
63. The school has an active PTA, which is very supportive of the school. Members organise events such as a summer fair, an Easter coffee morning, fashion shows and quiz evenings which involve the wider local community. The funds raised through these activities have a very positive impact on the learning environment and the facilities and opportunities available to pupils. When the new school was built, the PTA made a very significant contribution of over £25,000 to support the project. Recently, the PTA has purchased play equipment for the Foundation Stage, playground games and equipment and individual whiteboards for all pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The very good leadership and management by the headteacher, and very effective support from governors and staff ensure clear direction and shared expectations for raising standards. The headteacher's caring and supportive manner to all involved in the school and, in particular, to the pupils and their parents makes a valuable contribution to the school and pupils' learning. The headteacher provides a clear sense of direction and purpose and is well supported by the deputy headteacher. This vision is closely linked to the needs of pupils, with a very strong emphasis upon promoting high standards and effective teaching and learning. There have been continuous improvements in the quality of the learning environment and the curriculum provided and, as a result, standards have improved since the previous inspection. The school has also moved to a new school building. It is due to the strong commitment of the headteacher, staff, governors and parents that many additional facilities have been provided for pupils as a result of additional fund-raising activities and imaginative use of available resources; for example, in the provision of an information and communication technology suite and music room.
65. A team approach is well developed, and all staff work hard to improve the quality of education provided by the school. Equality of opportunity is promoted very effectively, and pupils with special educational needs are well supported. All teaching staff have responsibilities for co-ordinating areas of the curriculum and planning takes place as a whole school or within key stages, and this is carried out very successfully.
66. The quality of leadership provided for pupils with special educational needs is excellent. Co-ordination has been increasingly strong in recent times and, as a result, there has been a significant improvement in the quality of provision since the previous inspection. The special educational needs co-ordinator is well informed, suitably experienced and very committed to the interests of these pupils. Teachers effectively plan and carry out early intervention and support in order to address pupils' learning difficulties. The policy for pupils with special educational needs is well written and effective in guiding teachers. The governing body works closely and conscientiously with the headteacher and the co-ordinator for special educational needs to support effective provision within the school. The governors with responsibility to oversee this provision are appropriately qualified and experienced to fulfil their roles. The funding for pupils with special educational needs is used effectively. There are good links with pre-school providers and the secondary school, to ensure early identification of needs and continuity of provision. The school complies with the Code of Practice and fulfils its statutory requirements.
67. The governing body is making an excellent contribution to the life of the school. It consists of a group of positive and very committed people bringing a wide range of skills and expertise for the benefit of the school. As a result, the governors have made a significant contribution to the planning and opening of the new school building through their determination and strong commitment to the future of the school and the needs of its pupils. A range of its responsibilities is delegated to committees that effectively support the work of the school. The governors fulfil their statutory responsibilities very well.

68. The school has clear aims that are supported by the pupils, parents, staff and governors. They promote the development of self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society within a Christian context. These aims are effectively incorporated into all aspects of the school.
69. There is very good, regular monitoring of teaching and the curriculum by the headteacher and this is proving to be very effective in raising standards. Governors are becoming more involved in the monitoring of the work of the school, and several governors visit the school regularly. The school and governing body have set up effective structures to ensure that the pupils with special educational needs are appropriately and effectively supported. The governing body is well informed about any changes in the provision, and ensures that the required information is included in the governors' annual report to parents.
70. The school has identified appropriate aims, priorities and targets, and is taking the necessary action to rectify deficiencies, and in particular, to raise standards. The headteacher, governors and staff recognise the need to provide a secure play area for children in the Foundation Stage. Parents have already raised funds for some of this work, and this is an example of how effectively parents, staff and governors work together for the benefit of pupils. The school's ethos is very good, and an effective learning environment has been established.
71. Financial planning is excellent, and fully linked to the school's educational priorities. Special grants, such as allocations for professional development are used well. The governors are prudent in their budgeting, and the strategic planning of the school is very good. Several governors have considerable experience in this area and they are well supported by an effective school bursar. The school budget is managed very well, and financial control and administration are very good overall. The full governing body agrees the budget allocations annually, and governors monitor expenditure regularly in order to check that actual expenditure is in line with the agreed budget. Very good financial information is made available to all governors. The governors make very good use of resources and link spending decisions to educational priorities. There are effective procedures to review and evaluate the effects of financial decisions and governors are very well aware of best value principles.
72. The current school development plan clearly identifies the areas for future development over a twelve-month period. The planning process is very good, the document is clearly laid out and identifies resource implications, key personnel and time scales, together with costings. However, because of the uncertainties surrounding the opening of the new school building it only covers a one-year timescale, and which is entirely appropriate, given the circumstances.
73. The school is well staffed and there is an appropriate balance of experience and expertise. There have been substantial changes in teaching and support staff since the previous inspection. There are very good mentoring arrangements in place for newly qualified staff. All have been very well assimilated into the life and work of the school. Most support staff have received appropriate training and they are carefully briefed on the content of lessons.

74. Overall, accommodation is good and the new buildings are a major improvement on those at the former site which were described in the previous inspection report as ‘a significant impediment to effective learning.’ Staff and governors worked closely with the architects to provide a good learning environment that meets the needs of the curriculum. The school has some very good facilities such as the music room, a combined computer suite and library, which provide a very good focus for learning, and an area for supporting pupils with special educational needs that is centrally located within the school. The hall has been designed with moveable dividers to enable it to be used for more than one activity. This is generally successful although, on occasions, noise between the two areas can be distracting and can, for example, disturb the spirituality of occasions such as assembly. Space can be limited within classrooms owing to the numbers of pupils, and this can restrict movement and teaching and learning styles.
75. The school is bright and airy with very good displays of work such as that relating to the Isle of Coll, historical artefacts and artwork, such as a tile mosaic and a sculpture within the reception foyer. These have been created by the whole school community and contribute to providing a stimulating atmosphere. The school is set in attractive grounds and offers very good hard play areas that benefit the teaching of physical education, particularly if the ground conditions are not good. The provision of outdoor play space for children under five is unsatisfactory and the school has already recognised this deficiency. There is no secure outdoor play area for these children and this affects the range of activities in which they may participate and their use of large play equipment to benefit their physical development. Standards of caretaking, throughout the school are very good and make a very positive contribution to the quality of the learning environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- (1) Improve provision for children in the Foundation Stage by: *
 - providing a secure outdoor play area;
 - providing regular opportunities for children to use large play apparatus;
 - enhancing the indoor role-play areas; (paragraphs 32, 75, 78, 79, 81, 82, 85)
- (2) Improve the arrangements for monitoring and promoting pupils' attendance. (paragraphs 20, 50)

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

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Ensure that all teachers have sufficiently high expectations of pupils, particularly in the Foundation Stage and Key Stage 1. (paragraphs 24, 26, 79, 80, 83, 84, 95)
- Ensure that the homework policy is consistently applied throughout the school. (paragraphs 29, 59, 102)
- Raise the standard of spelling in pupils' written work. (paragraphs 8, 31, 93)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	36	43	15	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	331
Number of full-time pupils known to be eligible for free school meals	5
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	55
English as an additional language	No of pupils
Number of pupils with English as an additional language	3
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	8.6%
National comparative data	5.2%

Unauthorised absence

	%
School data	0
National comparative data	0.5%

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	30	25	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	25	28
	Girls	23	23	24
	Total	48	48	52
Percentage of pupils at NC level 2 or above	School	87 (96)	87 (94)	95 (96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	28	28
	Girls	23	24	24
	Total	49	52	52
Percentage of pupils at NC level 2 or above	School	89 (88)	95 (94)	95 (84)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	29	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	18
	Girls	26	23	27
	Total	41	40	45
Percentage of pupils at NC level 4 or above	School	87 (81)	85 (69)	96 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	16
	Girls	24	23	25
	Total	38	39	41
Percentage of pupils at NC level 4 or above	School	81 (86)	83 (86)	87 (89)
	National	70 (68)	72 (69)	80 (75)

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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	284
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.6
Number of pupils per qualified teacher	24.3:1
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	178

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	579904
Total expenditure	574632
Expenditure per pupil	1768
Balance brought forward from previous year	65916
Balance carried forward to next year	71188

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	331
Number of questionnaires returned	208

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	39	3	0	1
My child is making good progress in school.	45	44	7	0	4
Behaviour in the school is good.	45	48	5	0	2
My child gets the right amount of work to do at home.	37	42	16	3	1
The teaching is good.	56	38	1	0	5
I am kept well informed about how my child is getting on.	31	47	15	4	2
I would feel comfortable about approaching the school with questions or a problem.	66	28	5	0	0
The school expects my child to work hard and achieve his or her best.	58	35	2	0	4
The school works closely with parents.	28	51	15	2	3
The school is well led and managed.	56	38	2	0	4
The school is helping my child become mature and responsible.	56	40	1	0	2
The school provides an interesting range of activities outside lessons.	38	45	2	2	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

76. Children enter the reception classes on a part-time basis in the September before their fifth birthday and most are in school full-time after the Autumn half term holiday. Most children starting in the reception classes have attended the adjacent pre-school. There are well considered links between the pre-school and the school and these are effective in preparing children for the reception classes. They include regular visits by the reception class teachers to the pre-school and visits by pre-school children to the reception classes. These provide a good introduction for children and their parents to familiarise themselves with the life and work of the school.
77. The range of attainment measured by assessment on entry shows that the attainment of the present year group of children is broadly average. Children demonstrate good communication skills, and particularly their speaking skills, although their personal and social skills are less well developed; for example, their personal independence. Children achieve satisfactorily in the reception classes and broaden and consolidate their knowledge in all areas of learning. By the time children end the reception year they are nearly all achieving the early learning goals, and are particularly strong in their communication, language and literacy skills. Overall, provision for children in the foundation stage is satisfactory and standards have been maintained since the previous inspection.

Personal, social and emotional development

78. Children achieve broadly what is expected for their age, and they achieve satisfactorily through appropriate opportunities to work and co-operate with others. They are responsive, interested in what they are doing, concentrate and persevere in their learning. They are happy to contribute their own ideas during discussion; for example, when sharing a book together. The caring attitudes of adults help the development of children's personal and social skills well. The class teachers successfully encourage children to take some responsibility for their own learning and encouraging independence through the "play plan" activities that take place twice each week. However, the overall success of these activities is sometimes restricted because there are too few adults to work with children and extend their learning.

Communication, language and literacy

79. Children confidently use a growing vocabulary and range of expression and achieve above what is expected for children of this age. Children achieve satisfactorily in language and literacy, and well when activities are well matched to their learning. In one excellent lesson observed, a very well structured and systematic approach to learning about groups of letter sounds fired children's enthusiasm and interest. Effective questioning skills guided their thinking and successfully enhanced children's learning. However, in a less successful lesson observed, the quality of learning was hindered by an insufficient focus upon learning objectives and low expectations. As a result, a number of children were inattentive, with some inappropriate calling out to the teacher, and this had a negative impact upon the overall quality of learning. Children are happy to share books with adults, and enjoy talking about the stories and pictures, and some recognise familiar words. Writing skills are developing well. The quality of teaching is good overall in this area of learning. There are satisfactory opportunities for role-play; and these are sometimes good when an adult intervenes and extends

children's ideas. However, overall, opportunities for role-play are under-developed; the role-play areas are uninspiring and insufficiently stimulate children's imagination.

Mathematical development

80. Children achieve soundly in this area of learning. Through a range of appropriate activities provided by teachers, children build upon their knowledge of colour, shape and number recognition. Children experience a range of number and singing games, and appropriate computer programs reinforce activities and their learning. Numeracy skills are developing well. Children are beginning to identify and create patterns and compare, sort and count objects, and count up to ten and beyond. The quality of teaching is good overall in this area of learning. In one good lesson, the very good introduction, skilful questioning by the class teacher, together with an appropriate range of group and individual activities, successfully helped children to create and identify patterns and to count in twos and threes. However, during a similar lesson observed, children became restless and inattentive as expectations were insufficiently high and the lesson lacked challenge.

Knowledge and understanding of the world

81. Children achieve satisfactorily in this area of learning. The activities provided help children to develop a satisfactory understanding of the world around them. Children talk about where they live, their families and their immediate environment, and they recall their experiences through a range and variety of role-play activities, although opportunities for these are limited. Children develop the skills of cutting, joining and building using a satisfactory range of materials and they have good access to a range of construction materials. There are good opportunities for children to use information and communication technology to support literacy and numeracy. The quality of teaching is good overall in this area of learning. Teachers plan lessons well and make appropriate use of resources to stimulate children's enthusiasm. Adults use good questioning skills to develop children's knowledge and understanding. In one very good lesson observed, magnets fascinated the children. Skilful questioning successfully extended children's learning and many successfully predicted which materials were magnetic or non-magnetic. There was a strong sense of wonder shown by the children during this lesson.

Physical development

82. Children's physical development is in line with expectations for their age in this area of learning. They handle scissors, glue, paintbrushes and crayons appropriately. Children have good access to the main playground to extend their physical development. There are appropriate opportunities for children to have physical education lessons in the school hall. In one good lesson observed, children responded well to a taped dance programme. They showed good use of space, and listened well to the instructions in the programme. There was good use of activities to warm up and cool down. Although some of the content of the programme was inappropriate for children of this age, they gained much from the physical activity, music and rhythm. Children enjoy physical activities, and are becoming confident in how they use space in the hall. The quality of teaching is satisfactory overall in this area of learning, and the teachers ensure that children have regular access to physical activities, although opportunities to use a secure outdoor play area are limited and this restricts children's development.

Creative development

83. Children's creative development is in line with expectations for their age in this area of learning. Children show enthusiasm for art and represent what they see and feel in a range of media. They show a growing appreciation of the effects of different textures, colours, shapes and patterns. However, sometimes the range of materials and resources available for children to use are unduly restrictive. However, in one very good lesson observed, children were encouraged to become aware of high and low sounds. Children showed wonder at the difference in sound when the class teacher introduced a "sharp" note. The teacher's lively and enthusiastic approach encouraged children to respond well and, as a result, promoted enjoyment and effective learning. The quality of teaching is satisfactory overall in this area of learning.
84. Overall, the quality of teaching for children in the Foundation Stage is good. The class teachers have a mostly good knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. There is an appropriate emphasis upon activities that will promote speaking and listening; for example, through the introduction to the literacy and numeracy lessons. However, some of the lessons observed, particularly in literacy and numeracy, were too long and children became restless and inattentive. The quality of teaching is uneven across both reception classes. The quality of learning is sometimes hindered by the lack of adults to help support some of the group activities; for example, during the "play plan" sessions.
85. Planning is good and includes appropriate references to the Early Learning Goals for children of this age and the National Curriculum. There is a good range of resources available, although regular access to a secure outside area to extend children's physical development is limited at present and there are no large wheeled toys for children to use on a regular basis. There are also weaknesses in the provision for role-play, with existing areas being cramped and uninspiring. However, staff have already recognised these weaknesses and there are plans to improve provision in these areas. Children with special educational needs are well supported and, as a result, make good progress. There is equality of learning opportunities for boys and girls.

ENGLISH

86. Standards achieved by the oldest pupils in Key Stage 1 are in line with national expectations. Standards achieved by the oldest pupils in Key Stage 2 are above expectations. Standards overall have been maintained since the previous inspection and reflect the levels of attainment reached in both key stages in the 2000 National Curriculum tests. At the end of Key Stage 2 pupils' writing is above the national average and they reach higher than expected standards in reading and speaking and listening skills. By the age of seven, pupils demonstrate better than expected speaking skills. Their attainment in reading is above average and they reach the nationally expected standards in writing. Given the broadly average standards achieved by children when they start school, and the above average standards achieved by the time pupils leave the school, the results overall show good achievement over time.
87. When compared with schools in a similar context, pupils in Key Stage 1 achieve standards that are average in reading and below average in writing. In Key Stage 2, comparisons with similar schools indicate standards that are average. The school recognises the differences between girls' and boys' attainment and is taking appropriate action by modifying the English curriculum in order to promote writing skills more purposefully. Through the development of role-play and drama pupils are encouraged to express their thoughts verbally before writing them.

88. When pupils start school they have a secure vocabulary for their age. The school builds well on these skills by providing good opportunities for speaking and listening. Consequently by the age of seven, pupils express their views confidently in both formal and informal situations. In lessons they contribute well to discussion, for example by speaking knowledgeably about life in Stuart times. Informally they speak purposefully with one another and are happy to engage in conversation with adults about things that interest them. Eleven-year-olds are confident and self-assured whether reading to an audience or talking generally about topical issues. They express their thoughts clearly and at all times speak politely.
89. Pupils make good progress with their reading. By the age of seven most pupils read accurately and with increasing fluency. They use picture cues and their knowledge of letter sounds to make sense of unfamiliar words. Higher attaining readers in Key Stage 1 use expression well, for example when reading dialogue. They distinguish between genuine words and those 'made up' for effect and see the humour in such phrases as '*hoppily* ever after' when reading a story about frogs. Lower attaining readers still require support and do not read unfamiliar words confidently. A higher attaining Year 3 reader; for example, had selected Tolkien's 'The Adventures of Tom Bombadil' and explained very clearly that 'to understand, one must understand the poetry and world of JR Tolkien'. Those of average ability are also articulate in their explanations of their choice and the range of their reading.
90. Older pupils in Key Stage 2 discuss enthusiastically their favourite authors, which include Roald Dahl, Dick King-Smith, as well as some classics by Charles Dickens. They summarise a plot well, commenting on characters, and understand deeper meanings in what they read, such as the implications of being subjected to the 'tyrannical' behaviour of the young girl in the opening chapter of 'The Secret Garden'. The range and quality of books in the library are good. Pupils in Key Stage 2 demonstrate good research skills and understand how to use the Dewey system. Reading is further supported by the selection of fiction in classrooms. In some classes, although books are accessible, they are not well presented. Some books are damaged and do not promote the interest or enthusiasm of pupils.
91. Standards of writing in Key Stage 1 are satisfactory. Most pupils express their ideas clearly in well-sequenced sentences. Their use of capital letters and full stops is usually consistent and pupils are developing an appropriate awareness of other punctuation, such as commas to separate items in a list and speech marks. Pupils practise writing for a range of purposes; for example, in instructional text 'how to tidy my bedroom', or retelling narrative. Higher attaining pupils include more detail in their sentences; for example, "In the distance she could see very faintly a little cottage" rather than writing the simple statement "Goldilocks saw a cottage". Such writing shows good awareness of the writer's audience as well as good development of language skills.
92. Key Stage 2 pupils use an increasing range of writing styles for different purposes. As well as narrative and instructional texts, they keep diaries, express different points of view about a topic and write their own poetry. Writing is also very strongly linked to other subjects. In a Year 5 history lesson for example, pupils used information about Wotton to write an information booklet suitable for younger readers. Such tasks are a very good challenge to pupils' writing skills. Ideas are sustained in writing and expressed clearly and imaginatively. Pupils frequently choose words carefully for a better effect. A Year 4 pupil for example wrote 'Joe and Edward *flipped* into the swimming pool', while a Year 6 pupil captured the image with 'Ranjit, trembling with excitement set out for his holiday'.

93. Standards of handwriting are generally satisfactory. Younger pupils' writing shows increasing consistency in size and shape of letters. In Key Stage 2, pupils develop their own styles of legible joined handwriting. However, spelling skills are insufficiently developed throughout the school; for example, Year 6 pupils confuse 'were' and 'where' or mis-spell words such as 'tired' and 'really' while more able pupils make errors with words such as 'sketch', 'include' or 'nervous'.
94. The quality of teaching and learning is good overall. Teaching is better in Key Stage 2 where a high proportion of lessons was judged to be very good and this has a very good impact upon pupils' learning. The quality of teaching in Key Stage 1 is at least satisfactory. No unsatisfactory lessons were seen. All teachers have good subject knowledge, which enables them to plan lessons well and make links between subjects. The use of poetry, for example, was particularly effective in Year 3 lessons because it supported pupils' learning about rail travel in Victorian times. In all lessons pupils' learning and good progress are underpinned by the very good relationships which are established. This results in pupils working collaboratively whilst showing respect for one another and for their teachers. The methods and strategies used by teachers to help pupils learn are very effective. Teachers question pupils well, encouraging them to think about and express answers clearly. The use of a video taped 'Newsround' episode proved to be very successful in helping Year 6 to practise their note-taking skills. In a Year 1 and 2 class, some pupils used the computer to improve their spelling, whilst others enhanced their research skills using a CD-ROM. Pupils' learning was assisted by this effective use of resources.
95. Although there are many strengths in teaching there are some areas for development; for example, lesson objectives do not always focus specifically on what pupils will know as a result of the teaching. Similarly, teachers do not always remind pupils of the objectives at the end of the lesson to assess whether the learning which has taken place. Sometimes, as seen in a Year 1 and 2 lesson, there is not enough challenge in the tasks for higher attaining pupils, so they do not make as much progress as they could in lessons.

96. The subject is managed well by two co-ordinators, representing both key stages. Both have a clear role in the monitoring of standards and quality of teaching. Relationships with colleagues are secure and each co-ordinator offers valuable support within the respective key stages. They share a clear overview of English throughout the school and have clear plans for the development of drama and role-play within the curriculum.

MATHEMATICS

97. In Key Stage 1, the proportion of seven-year-olds reaching the expected level or above in National Curriculum tests in 2000 was in line with the national average. The number of pupils attaining the higher level was broadly in line with the national average. In comparison with similar schools standards were below average. Over the last three years there has been little fluctuation in results. There has been no significant difference in the performance of boys and girls.
98. In Key Stage 2, the proportion of eleven-year-old pupils reaching the expected level or above and the higher level was well above the national average and above average for similar schools. Over the last three years results have remained above national average. Although there was a decline between 1997 and 1999, standards rose sharply again in 2000. There was no significant difference between the performance of boys and girls in 2000.
99. The school has set a realistically challenging target of 77 per cent of pupils to achieve the expected level or above by 2001, which considers carefully the prior attainment of this group of pupils. Where strengths and weaknesses in pupils' performance are identified and analysed in Key Stage 2, grouping them according to their prior attainment provides effective support.
100. Inspection evidence indicates the oldest pupils in Key Stage 1 are achieving standards broadly in line with the national average. By the end of Key Stage 1 pupils perform written computations accurately using two-digit numbers. Higher attaining pupils add two, two-digit numbers and three single digit numbers and have a clear understanding of numbers up to 100. They know half of eight is four and identify and match fractions successfully. Pupils demonstrate an improving grasp of mental arithmetic. They convert from digital time to analogue time and relate written and spoken time to each with satisfactory confidence. The higher attaining pupils work out how much time has elapsed between two and six o'clock as they solve mathematical problems. The lower attaining pupils identify and match times, for example four, nine or 12 o'clock on the analogue face. Pupils give good explanations, with reasons for their answers, confidently and clearly. Information and communication technology is under used to support teaching and learning in this subject. Overall, pupils including those with special educational needs make good progress in Key Stage 1.
101. Inspection evidence indicates that the oldest pupils in Key Stage 2 are achieving standards that are above national expectations. These pupils have a good knowledge of the four basic rules of number: addition, subtraction, multiplication and division. A good range of mental strategies are chosen and applied when calculating answers; for example, lower attaining pupils recognise the value of estimating and then use 250×6 to work out the answer to 249×6 . Most average pupils within the Year 5/6 set work out real life problems quite quickly, such as 10 per cent of £8.50 and then add it to the cost price. Higher attaining pupils multiply for example 3625×7 , successfully and can apply previous methods to multiplying decimals such as 5.84×6 . Pupils' work is neatly presented. Whilst there is some evidence of its use to support learning, information

and communication technology is underdeveloped in Key Stage 2. However, some Year 6 pupils use the “Revise Wise” website for homework. Overall all pupils, including those with special educational needs, make very good progress in Key Stage 2.

102. Since the previous inspection several successful developments have taken place. Staff have adapted well to the National Numeracy Strategy since its introduction in September 1999. It has a good impact upon the quality of teaching and learning in the school and particularly in Key Stage 2. The planning policy is now fully implemented which involves joint planning throughout the school. New schemes of work provide full coverage of the National Curriculum and meet the needs of all pupils. Assessment procedures and target setting are clearly defined and well established. There is evidence of significant improvement from Key Stage 1 to Key Stage 2 which indicates the school is providing good opportunities for pupils to acquire, develop and apply the mathematical skills, knowledge and understanding from the time they enter to the time they leave. The previous inspection reported that homework was consistently used. However this is now less evident. Year 6 pupils report they enjoy mathematics, but believe the content and challenge of homework varies. It is not set regularly, although mathematics homework is timetabled each week.
103. Overall, the quality of teaching is good in Key Stage 1 and very good in Key Stage 2. Examples of good, very good or excellent teaching were seen in both key stages. In several of the lessons, teachers set clear learning objectives and use a variety of questions to challenge pupils’ thinking and extend their knowledge and understanding. Where tasks are suitably chosen to match pupils’ ability and clear explanations and support provided, the teaching has a positive impact upon learning. Where teaching is of very high quality expectations of all pupils are high. Teachers have strong subject knowledge, which enables all pupils to confidently develop mathematical skills. Pupils’ attitudes towards mathematics are consistently very good and in particular within sets in Key Stage 2, where relationships are especially good. Pupils co-operate well and are equally capable of working independently in order to complete tasks. They listen attentively and behaviour is very good throughout the school and pupils enjoy the subject. Well-established arrangements for grouping pupils of similar prior attainment in Key Stage 2 are beneficial to all pupils. Marking is generally positive with comments that are both encouraging and informative.
104. Each pupil has a progress book in which mathematical investigations and tests are recorded. These are undertaken each month, after which teachers mark and subsequently analyse the results, in order to set individual pupils’ targets. Teachers together use the general analysis to focus their planning and teaching for each group. They monitor patterns in the performances and results, whilst they identify strengths and areas for improvement in individual pupils. A record of assessments and progress, and samples of work are kept in an individual pupil’s assessment folder. There is extensive monitoring which includes lesson observations, scrutiny of pupils’ books and review of planning sheets within the outlined programme. Monitoring and evaluation of teaching, pupils’ performance and the subject’s performance are very good. This has a positive impact upon pupils’ learning.

105. The subject is very well lead by the experienced co-ordinator, who is supportive of other staff and offers clear direction for the subject. Whilst the staff have yet to develop a portfolio of levelled work, they discuss standards of work within departmental meetings. They share pupils' work and make judgements about the level of attainment they represent. Pupils and staff enjoy a very good level of resources although the use of information and communication technology is insufficiently developed. The school has already identified the need to maintain and develop further expectations and standards of achievement.

SCIENCE

106. Standards in Key Stage 1 are in line with national expectations and in Key Stage 2 are above national expectations. This is an improvement on standards at the time of the previous inspection when standards in Key Stage 2 were only average. The achievements of most pupils including those pupils who have special educational needs, are good. Higher attaining pupils also make good progress. There were no significant differences in the performance of boys and girls noted during the inspection. In the National Curriculum teacher assessments at the end of Key Stage 1 in 2000, pupils' results were above the national average for those attaining the expected level (Level 2) or above. However, fewer pupils attained the higher level (Level 3) than nationally. In the National Curriculum tests at the end of Key Stage 2 in 2000, pupils' results were well above average. Current standards are a little lower than those of last year partly because of the variation in the attainments of different groups of pupils from year to year. The school is well placed to improve standards further.
107. The oldest pupils in Key Stage 1 use appropriate scientific vocabulary appropriately to plan and explain their work or to predict outcomes. Pupils in Year 2 have designed effective posters warning of the dangers of electricity. Their ability to think and write scientifically improves. Most pupils have secure knowledge of some scientific facts; for example, they can name the main bones of the human skeleton. Pupils recognise and name common materials, such as metal, plastic and wood, and they successfully describe their various uses and properties. They know, for example, that some materials are magnetic and others are not. Pupils have made excellent collages of the flora found growing on the Scottish Isle of Coll. These have illuminated their written work about Katie Morag and helped improve their standards in art and design.
108. The oldest pupils in Key Stage 2 carry out a range of experiments, selecting equipment, making observations and recording their findings accurately. Many pupils successfully explain their work, showing a good understanding and use the correct scientific language. They use vocabulary such as translucent, opaque, reflection and refraction and larynx accurately. They have access to books of good quality and other research sources such as CD-ROMs and the Internet. Pupils have a secure knowledge of many scientific facts and they learn to make educated predictions. They explain the differences between solids, liquids and gases. They know that materials can be made into mixtures and they explain clearly how a solution can become saturated. They show an understanding of annual life-cycles in a superb tiled mural of the four seasons on display. Pupils in Year 6 have carefully constructed handcrafted musical instruments and their displays include appropriate references to investigations into the properties of sound. This project had strong elements of design, manufacture and evaluation as well as scientific analysis. Over time, pupils learn how to construct scientific tests that are fair. They define processes such as respiration and know that soil is porous. Pupils record their observations, measurements and findings in tabular form and explain them using appropriate scientific language.

109. Overall, the quality of teaching and learning are good in Key Stage 2 and satisfactory in Key Stage 1. Lessons are planned well, with teachers throughout the school making good use of practical activities. Teachers are particularly careful to emphasise the correct scientific terminology and this helps pupils to a greater understanding. Teachers have good subject knowledge and provide clear instructions and helpful, lively demonstrations of concepts. They use information and communication technology well to give more depth and richness to pupils' scientific experiences. Pupils show much interest, having consistently good attitudes and this helps them learn more quickly. Teachers are enthusiastic and pupils become infected with their eagerness. As a result, they work hard, concentrate well and are keen to find answers to the problems set. Teachers provide much well-directed help and support and this has a particular impact in Key Stage 2. Science classes in upper Key Stage 2 are established by ability, and this enables teachers to match work closely to the needs of pupils.
110. The science curriculum is broader and more balanced in Key Stage 2 than in Key Stage 1. Pupils' written work in science helps them raise their standards of literacy but their spellings are occasionally incorrect. Counting and measuring activities, in various aspects of the subject, help improve standards of numeracy. Pupils use information and communication technology effectively to enhance their work in science. This activity is doubly beneficial in that it enables pupils to further improve their skills in information and communication technology. Teachers plan this approach to learning by explicitly drawing out the links between subjects carefully and this is very effective.
111. Pupils' behaviour is very good. Pupils work well with other pupils in carrying out activities. They are very aware of safety procedures and they present their work neatly and carefully. Teachers usually mark pupils' work regularly, sometimes adding useful comments of support and advice to help them improve. Satisfactory arrangements are made for assessing the pupils' work, with adequate records kept of pupils' attainments.
112. Leadership in science is satisfactory. The school has an appropriate scheme of work, based on national guidelines. The headteacher has conducted a thorough programme of monitoring and evaluating the work in many classes. As a result, the school has effective strategies to evaluate and improve the quality of teaching and learning.

ART AND DESIGN

113. Standards are well above average throughout the school. This is a significant improvement upon the average standards reported in the previous inspection. Many pupils, including those with special educational needs, achieve well. Pupils' collaborative work in art ranges from sketches that are in line with standards expected nationally, to exquisite large tiled murals and outstanding papier-mâché sculptures of very high quality.

114. By the end of Key Stage 1, pupils investigate and use a variety of materials to communicate their ideas in two- and three-dimensions. They use paint and other media such as collage to produce pictures and designs of a good standard. In creating collages of plants growing on the Scottish Isle of Coll, pupils have also learned about the environment of that faraway isle as well as reading vivid stories about Katie Morag who lived there. Pupils mix colours well and they produce lively pictures showing a good feel for art, with good precision in detail. They use the work of famous artists to influence their own work. Many pupils in Year 2 have created clay models of good quality. These pupils reflect on the purpose of the figures they make and evaluate that purpose in discussion. They are encouraged to do this by their teachers who always encourage them to extend their learning. Pupils are aware of the importance of elements such as pattern, line, form and space when studying paintings such as "Autumn" by the mediaeval artist, Arcimboldo. They also learn more about healthy eating in their science work when they do so.
115. The oldest pupils in Key Stage 2 produce detailed drawings, paintings, murals and sculptures. These have been completed by large groups of pupils collaborating extremely well with each other. They show strong links between learning in art and spiritual and social development. Pupils have studied the work of famous sculptors, such as Henry Moore, Barbara Hepworth, Michelangelo and Jacob Epstein. They have then collaborated with talented local artists to sculpt human scale figures that give local meaning to the Millennium celebrations. The three-dimensional sculptures are displayed in the school's reception area to good effect. Pupils have a good knowledge of aspects of art and design from past eras, for example the Victorian Age. Year 4 pupils have painted high quality murals of a Victorian family to exemplify their understanding of the social conditions of the nineteenth century. Pupils have also learned how to revise and improve their work to realise their intentions. Many have used a residential visit to Ironbridge to create pottery candleholders of high quality – some being quite excellent. Pupils in Year 6 have painted pursuit curves, which show a vivacious sense of colour and considerable skill in line painting. This work has strong echoes of learning about tessellation in mathematics - another indication of the school's successful blending of learning in different subjects. Teachers also weave teaching about art into learning about history, science, and English and this approach helps pupils make stronger links in their learning.
116. Teaching throughout the school is very good. Pupils are managed well and are given very good opportunities to engage in a range of practical activities. Teachers in many classes use a range of ways to teach art effectively, including using the work of famous artists, demonstrating techniques and individually supporting pupils. This rich variety enables pupils to learn well. The impact of the wider community on standards in the new school is highly beneficial. It is borne out as much in the pleasant architecture of the light, airy classrooms as in the projects involving local artists, potters and sculptors of renown. Teachers have high expectations of pupils and critically evaluate their work as it progresses, to help raise standards. Teaching is occasionally excellent. It is then characterised by close attention to the development of specific artistic skills such as a sense of proportion and perspective. It is also evident in the high quality of finished pieces on display. The presentation of art on display is very good and indicates how teachers value and respect pupils' contributions.

117. Pupils in many classes are highly motivated. They often enjoy art. They concentrate very well on their work and try hard to do their best and this enables them to take advantage of their teachers' evaluations and to achieve well. Art teaching supports learning in literacy when pupils paint multi-coloured snail trails and are then encouraged to discover many words with "ai" in them. Pupils focus carefully and listen patiently to the instructions of their teachers and are happy to amend their efforts in the light of advice received. Their positive attitudes and very good behaviour, together with well-planned and adventurous teaching, enable pupils of all abilities to achieve well and attain very good standards.
118. The subject co-ordinator provides excellent leadership and this ensures that many pupils attain very high standards. It is the key feature underpinning the standards of attainment and the high quality of teaching. The co-ordinator is well equipped to guide colleagues, through her vision and flair, qualifications and training, as well as her understanding of the needs and capabilities of pupils. Standards are monitored appropriately by the headteacher and the co-ordinator and consequently all aspects of the subject are developed well.

DESIGN AND TECHNOLOGY

119. Only one lesson was observed during the inspection, and therefore no overall judgement has been made concerning the quality of teaching. Evaluation of standards is therefore also based upon the evidence of a scrutiny of previous work, and discussions with the subject co-ordinator, other teachers and pupils. Most pupils attain average standards. Currently pupils are achieving satisfactorily in relation to their prior attainments. The standards attained at the time of the previous inspection have been maintained. The quality of learning is satisfactory and most pupils achieve appropriately. Most pupils, including all those with special educational needs, make satisfactory progress in developing the skills to design and make products.
120. In Year 4, pupils have designed, made and evaluated picture frames using a range of tools and materials. Most pupils are enthusiastic about their work and use a range of materials, such as card, paper, plastic, and wood. Pupils recognise that the first consideration in design should be the requirements of the user. They then consider size and available materials in preparing their designs and sketch labelled diagrams. They select appropriate tools and modify designs to overcome problems such as the reinforcement of corners and the use of facing materials. They cut wood using simple hand tools and have a very good understanding of safety issues. Pupils measure accurately, and cut, join, reinforce and evaluate their work. They explain the "what, why and how" of what they do confidently. They also describe the properties of different materials and how those properties contribute to the flexibility or stability of product manufacture. In a number of classes, pupils have worked on textile projects that involve design, sewing and cutting. The end products are of good quality.
121. Planning is satisfactory being based on the scheme of work produced nationally. Lessons adopt the sensible format of the literacy hour with a beginning-middle-end structure, finishing with a whole-class session where learning is discussed and assessed. The school further fosters pupils' enthusiasm for the subject with entry into national competitions such as Young Engineers of Great Britain. Pupils are also keen to attend the weekly craft club run after school by the subject co-ordinator. Boys and girls have equal opportunities to participate but more girls than boys do so. Teachers manage the pupils well and they respond well and concentrate hard. Pupils enjoy making things and have positive attitudes. They persevere in their endeavours. Whilst

working independently they readily support each other including those who are less able by helping them and offering them ideas. They take some pride in their finished work. Their relationships are excellent and contribute to a sharing and sensitive environment.

122. Leadership in design and technology is satisfactory. The amount of time devoted to teaching the subject is minimal, and this has prevented standards being higher. The quality and range of resources for learning are satisfactory.

GEOGRAPHY

123. There was insufficient evidence to make a judgement about the quality of teaching and learning in Key Stage 1. Judgements are therefore based upon a scrutiny of work, discussions with the subject co-ordinator and other staff and pupils. Standards are in line with those expected of pupils at the end of both key stages and similar to those previously reported. Since the previous inspection more time has been allocated and the use of national subject guidance has been adapted effectively to support teachers' planning.
124. Key Stage 1 pupils learn about features in the locality of the school and contrast this well with 'an island home' based on their reading of "Katie Morag" stories in English lessons. Pupils find out about the Scottish island of Coll and how islanders live and work. The large-scale model of Coll and of its buildings provided a good opportunity for pupils to use skills in art and design and technology in order to enhance learning. Key Stage 2 pupils study a local area and compare that with a less prosperous country. Year 4 pupils for example use maps to locate local landscape features and develop good map skills when identifying their own town in relation to cities such as Bristol and Gloucester.
125. The quality of teaching in Key Stage 2 has improved since the previous inspection and is good overall. Teachers' good use of resources is a strong feature of the lessons, enabling pupils to use practical skills, for example when presenting information. In a Year 4 lesson, the teacher skilfully provided pupils with sufficient knowledge and insight through her own questioning to enable them to pose questions of their own about local amenities such as shopping and leisure facilities. Teachers select interesting and purposeful activities to support learning, such as producing information leaflets to answer specific questions, or working collaboratively to find ways of reducing the amount of water used in the home.
126. The subject is managed effectively and curriculum requirements are met. There is a good emphasis on practical work in Key Stage 2 and planned field studies support pupils' learning well; for example, younger pupils in Key Stage 2 visit the Severn Beach to study the river estuary, while older pupils take part in a residential visit to Morfa Bay.

HISTORY

127. The high standards reported after the previous inspection have been maintained. The oldest pupils in both key stages are achieving standards that are above those expected for their age. The curriculum is thoughtfully planned and a good range of visits to places of historical interest enriches pupils' learning.
128. The oldest pupils in Key Stage 1 develop a good sense of the past by learning about important people and events. Pupils study the fire of London when learning about life in Stuart times. This is made more meaningful when they seek out evidence in Wotton, such as the Stuart buildings or the old fireplace in the local greengrocer's shop. Pupils gained further good insight into life in Stuart times in a lesson where they not only learned about Samuel Pepys' diaries, but had the opportunity to write with quills as Pepys did. Pupils learn about Florence Nightingale and how her commitment influenced the thinking and professional practice of others. The Victorian theme is continued well into Year 3 and 4 when pupils learn about Victorian children. They find out, for example, how they were educated and how they played, as well as the different lifestyles of those from rich or poor homes. Pupils in Year 5 learn about Wotton in Victorian times. They use sources of local history effectively to find out about the decline in the wool trade and the coming of the railway to Charfield. Year 6 pupils study ancient civilisations and their work on Egyptians shows good understanding of the importance of the river Nile and of the rituals and lifestyles of ancient Egyptians.
129. The quality of teaching is good in both key stages. Teachers use their subject knowledge well when preparing lesson activities. In a Year 5 lesson, for example, good resources were provided to help pupils' research and these were supplemented very well by the teacher's own local knowledge. Good use of role-play in Years 3 and 4 helped pupils to learn about Victorian school life so they were able to ask relevant questions and offer more reasonable answers. Teachers use questioning skills well and challenge pupils well. They manage pupils very well, because of the very positive quality of relationships they establish. Expectations are high and pupils respond with mutual respect and enthusiasm for learning.
130. The co-ordinator manages the subject well. National Curriculum requirements are met and topics are studied in sufficient depth as pupils' progress through the school. Visits to the Golden Hind and York, for example, are well planned to support relevant topics and there is a good supply of books and artefacts to support pupils' learning in school. The school is aware of the shortage of suitable software for research and this is an area for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. Standards are in line with national expectations for the oldest pupils in both key stages and have been maintained since the previous inspection. The school has achieved much since the move to new premises. A commitment to information and communication technology (ICT) has resulted in a marked increase in the provision for ICT, such as the new suite and the range of resources. Staff have a positive attitude towards the changes since the occupation of the new school and now look forward to completing New Opportunities Fund training. The process of upgrading computers has extended beyond the 15 workstations in the suite, to the extent that each class has one, as does the special educational needs area. Each of those in classrooms is connected to the school network. The new facilities serve to promote further opportunities on a more regular basis to extend pupils' skills in ICT.

132. In Key Stage 1, younger pupils are very well motivated to learn new skills and this very good attitude is maintained through the key stage. Pupils in Year 1/2 develop mouse control as they extend their own ideas to design and complete a colour picture for an Easter Card. They know how to print their work successfully. Pupils of the same age use a dictionary program confidently and competently to engage in the quick search process to obtain specific information. They then are able to explore the program freely.
133. Pupils in Key Stage 2 have well developed word processing skills and these are used successfully across the curriculum to support their learning. Pupils appear confident and there are some displays of good quality. Many Year 3 pupils, within a science lesson display a high level of ICT capability as they show they know how to copy an image from the Internet and paste it into Word 2000. They all learn how to combine a piece of text and graphical images of the skeleton in a word document. Older pupils use a program on the Internet to extend scientific knowledge and understanding. Many pupils in Year 6 save and retrieve information, print, edit and modify work to make improvements and cut and paste text without help.
134. All classes have a timetabled lesson in ICT each week. At times, the use of ICT is good, where it is useful and relevant to support the learning in other subjects such as science. In music, good use is made of keyboards and the CD player. The quality of pupils' learning is good overall. Although very few actual ICT lessons were observed, ICT was seen taught within other subjects in the suite and in classrooms. Teaching overall is good in good both key stages.
135. There is evidence of ICT supporting other subjects in addition to music and science, such as history, geography and art. Where ICT serves as a means of enriching other subjects it is a strength. However the use of ICT to support English, beyond pupils acquiring and extending word processing skills, and particularly mathematics, is underdeveloped. In Year 5/6 pupils have only recently started to use the computer in the classroom for problem solving in mathematics. ICT features well to support the learning of pupils with special educational needs in withdrawal sessions. The school plans to link this computer to the network to access the many special educational needs sites. All pupils show a high level of enthusiasm and an overall very good attitude towards their learning.
136. The school's scheme of work has appropriate coverage of the National Curriculum. However, the co-ordinator has identified the need to encourage all staff to put ICT teaching into their planning in order to ensure that all pupils have equal opportunities. A high proportion of pupils of all ages has access to a computer at home. Pupils have computer partners, co-operate and work well as they share and exchange ideas. Teachers influence these pairings sensitively to provide pupils of all levels of confidence and competence with equal learning opportunities.

137. The subject is well led by the co-ordinator who has identified appropriate areas for development. Resources for the subject are very good, and the school has almost completed the construction of its Web site with the help of a supportive parent. Parents have contributed well in recent times towards the acquisition of new hardware and software.

MUSIC

138. The school has a strong musical tradition, particularly in singing, and provides very well for its pupils. The two specialist musicians provide a high level of musical expertise and enthusiasm to support good music teaching and participation in musical activities as an entitlement for all pupils and this has a significant impact upon standards achieved. Standards in the subject have improved since the previous inspection. Pupils learn well through the school, and particularly in Key Stage 2.
139. It was only possible to observe music lessons in Key Stage 2 during the inspection. Consequently, judgements are based on observations in Key Stage 2, together with evidence drawn from singing during assemblies, discussions with staff and pupils, planning and samples of previous work. These indicate that standards achieved by the oldest pupils in Key Stage 1 are above those expected for their age, and that standards achieved by the oldest pupils in Key Stage 2 are well above expectations.
140. In Key Stage 1, teachers plan for pupils to play a wide range of untuned percussion instruments, which pupils learn to name and group by the way in which they are played. They are taught to take account of musical instructions and to rehearse and perform with others. By the age of seven, they recognise and explore ways in which sounds can be arranged and played, and recognise and use symbols to represent sounds. Planning indicates that lessons have clear learning objectives and there is a good emphasis upon the teaching of basic skills. Pupils know the names of a good number of instruments they play such as tambour and claves. They listen to music from an appropriate range of cultures, and also recognise and name some orchestral instruments. However, opportunities for pupils to sing in assemblies are often missed because of the lack of soundproofing between the two halls.
141. Pupils achieve very well throughout Key Stage 2 and successfully build upon their earlier skills and, as a result, the oldest pupils in Key Stage 2 improve their singing and playing, especially in terms of accurate pitch, and good rhythmic awareness. They develop a high level of understanding about how musical styles and instruments are used to communicate moods and effects, and they compare and contrast different types of music. Pupils play a wide range of tuned and untuned percussion instruments and read and create musical scores. The wide range of extra-curricular and peripatetic activities and performances further enhances standards in music in Key Stage 2.
142. Learning throughout the school is good. Pupils make good progress in reading music, maintaining a steady beat and creating music using compositions involving different musical instruments. Pupils concentrate well, think creatively and discuss how the compositions can be improved. These activities culminate in high quality whole-class sessions where pupils discuss how their work may be improved, and their work is recorded and assessed.

143. The quality of teaching is very good in Key Stage 2. This is the result of specialist teacher knowledge and teaching. The standard of work reflects the very good teaching, especially the specialist's level of knowledge and understanding, well-planned lessons and very good organisation of resources. Music lessons have a good creative element built into the planning. Pupils' attitudes to music are very positive; in all lessons observed pupils were highly motivated, very well behaved and keen to succeed. Pupils' work is regularly recorded and this is helpful in moderating and assessing pupils' work.
144. Music has a high focus at the school because of the many occasions when numbers of pupils are involved in public performances, including concerts and community events and special celebrations, including performances in St David's Hall, Cardiff and the Colston Hall, Bristol. Strong contributory factors to the quality and range of music on offer are the commitment, leadership and skill of the co-ordinator, together with the support of the Key Stage 1 co-ordinator. The curriculum is well planned, especially in progression and gives good support for the non-specialist teacher. The music curriculum is based on national guidance and is effectively supplemented and adapted to meet the needs of the school. One way in which the co-ordinator effectively supports colleagues is in the preparation of packs of materials for teachers to use in order to supplement units of work. The music room is a very good resource; there is a wide range of tuned and untuned instruments, keyboards and sufficient resources for pupils to listen to, play and appreciate music from an appropriate range of cultures, periods and styles. Information and communication technology is used well in this subject; for example, in the use of keyboards and equipment to record pupils' compositions.
145. The subject is well supported by visits from a number of specialist instrumental teachers who give tuition in flute, clarinet, cello, violin and any brass instrument. In addition, there are recorder lessons for pupils in Key Stage 2. There is also a well-attended choir and orchestra. Owing to the enthusiasm for music in the school, more than half of pupils in Key Stage 2 take part in instrumental music tuition. All tuition has a significant impact upon the high standards achieved by pupils.

PHYSICAL EDUCATION

146. Standards achieved by the oldest pupils in both key stages are in line with national expectations. Since the previous inspection, the school has maintained standards within the subject. It has improved its level of support and provision for pupils with special educational needs.
147. Overall, the quality of teaching and learning across the school is good. In one lesson observed in Key Stage 1, the quality of teaching was very good, relationships were particularly strong and attainment was good. In a Year 2 dance lesson, pupils enjoyed using their bodies well at different levels and in various shapes as they expressed their moods and feelings in an attempt to flee the Fire of London.
148. In Key Stage 2, Year 4 pupils respond positively within groups to the opportunity to devise and perform original movements. They describe clearly the reasons for their choices of gymnastic movements and use of particular apparatus. Pupils in gymnastics lessons make helpful suggestions about how they might extend and improve their group work as they are given opportunities to evaluate their own work and that of other groups. However, at times there are insufficient opportunities for individuals to explore and extend their ideas or subsequently share whilst performing to

others. Older pupils show sound basic skills when receiving or passing a ball in such activities to promote football and netball. In hockey, pupils show enthusiasm to improve their skills such as stick control, striking and dribbling.

149. Games lessons in Key Stage 2 are well organised and managed, with good use of available resources. There is planned provision for pupils to acquire and develop a good range of basic skills. The majority of pupils participate fully in each of the purposeful activities.
150. The quality of teaching is good in both key stages. Teachers provide pupils with very good role models and the management of pupils overall is very good. Teachers are enthusiastic and lead activities with energy and enthusiasm, particularly exercises to warm up muscles. Pupils perform these exercises correctly and respond well when their teacher provides good examples.
151. Pupils in Key Stage 2 benefit from a good programme of extra-curricular activities. These include country dancing, netball and football, which took place during the period of the inspection. Netball was organised by a parent governor and two parents prepared and accompanied a group of pupils to the Cheltenham Dance Festival 2001 after school. However, activities for younger pupils are currently underdeveloped.
152. The subject benefits from enthusiastic leadership. With the move to the new premises the school has benefited from improved indoor facilities in the two new halls. At present, the school cannot use the field as a resource for outdoor activities, and whilst very good use is made of hard surfaces, it limits overall provision. Older pupils have fewer opportunities to participate in competitive sporting fixtures such as football, with other schools. However pupils do take part in local tournaments in netball, football and cross-country running.