

INSPECTION REPORT

ST MARY'S C of E VA PRIMARY SCHOOL

Yate

LEA area: South Gloucestershire

Unique reference number: 109264

Headteacher: Mr M A Jones

Reporting inspector: Dr C Lee
21854

Dates of inspection: 9th – 12th July 2001

Inspection number: 197687

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Church Road
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South Gloucestershire

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Appropriate authority: The governing body

Name of chair of governors: Mrs A Crabbe

Date of previous inspection: 29th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21854	Dr C Lee	Registered inspector	Science Information and communication technology Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19338	Mr G Ellis	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20645	Ms R Webber	Team inspector	Geography History Foundation Stage English as an additional language	How good are the curricular and other opportunities offered to pupils?
30441	Mr M Pritchard	Team inspector	English Art and design Design and technology Equal opportunities	
19302	Ms C Perrett	Team inspector	Mathematics Music Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Primary School is bigger than the average primary school. In reception to Year 6 there are 306 pupils on roll, slightly fewer than at the time of the last inspection. Pupils are from a broad range of socio-economic backgrounds that are average overall. Nearly all pupils are from families with origins in the United Kingdom and all have English as their first language. Sixteen per cent of pupils are on the school's register of special educational needs and this is below the national average. However, three per cent of pupils have statements of special educational needs and this is above average. The special needs cover a wide spectrum and several with statements have very specific physical and health-related needs. The percentage of pupils eligible for free school meals, currently six per cent, is below average. Children's attainment on entry to the reception year is above average overall. The inspection of collective worship and religious education has been carried out by a separate Diocesan inspection.

HOW GOOD THE SCHOOL IS

St Mary's is an improving school that serves its pupils and the community well. It is effective in developing most pupils to their potential. They have above average attainment when they start at the school and standards are above average when they leave. Pupils are lively and friendly, with good attitudes to the school, their work and to one another. There is strong commitment to educational inclusion and this is achieved very successfully. Good teaching and good leadership and management enable the school, despite receiving above average income per pupil, to provide satisfactory value for money.

What the school does well

- At the age of eleven, pupils' standards are currently above national averages in English, mathematics and science.
- Throughout the school, standards in physical education exceed national expectations.
- The headteacher provides good leadership and management with very good support from senior staff.
- Teaching is good and helps pupils to progress well in all aspects of their development.
- The overall provision for pupils' spiritual, moral, social and cultural development is good.
- Good provision for pupils with special educational needs enables them to make good progress.
- The governing body provides good support for the work of the school.

What could be improved

- Not all teachers plan work that is sufficiently well matched to the needs of pupils of different abilities.
- At Key Stage 2, the provision of homework is very inconsistent.
- Long and medium term planning of the curriculum lacks co-ordination, leading to uneven provision for pupils of the same age in different classes.
- Most subject co-ordinators have insufficient time to carry out their responsibilities and are consequently failing to monitor performance in their subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997. A new headteacher was appointed in September 1998 and the satisfactory improvement since the last inspection has resulted from the headteacher's perceptive analysis of the school's weaknesses. Some of the original key issues have not been totally resolved but the school is in a far better position to address them with the present staffing and the collective determination that they now have. Improvements have occurred in pupils' standards in information and communication technology. Long-term planning of the curriculum has improved through the adoption of clear guidelines for each subject. The more able pupils achieve closer to their potential although this is dependent on who is teaching them. Inconsistencies remain and the current school development plan has them as high priorities. Outside the key issues, standards generally have improved at the end of the Foundation Stage and the end of Key Stage 2, as has the overall quality of teaching throughout the school. The skills of self-evaluation are developing well under the headteacher's guidance, resulting in a good capacity for further improvement.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	D	C	E	well above average A above average B average C below average D well below average E
mathematics	D	D	D	E	
science	C	C	E	E	

Results in the national tests since 1998 have failed to keep up with the national trend of rising standards and science standards fell considerably in 2000. The recently completed 2001 tests results show a very significant improvement in all tests, but the national figures are not yet available for comparisons to be made. Nevertheless, the percentages achieving the expected Level 4 and the higher Level 5 show substantial rises and are all well above the 2000 national averages. These latest results also exceed the challenging targets that had been set. Inspection judgements confirm these improvements and, by the age of eleven, pupils' work in English, mathematics and science is above average.

The 2001 test results for seven-year-olds show slight improvement on the previous year, when they were above average in reading, average in writing and science and below average in mathematics. The percentage achieving the higher Level 3 shows a particularly good improvement. Work seen during the inspection confirms that standards at age seven are now above average in reading and writing and average in mathematics and science.

In other subjects, pupils attain standards in line with national expectations at ages seven and eleven with the one exception across the school of physical education, where standards are above expectations. Compared with standards seen at the time of the last inspection, there has been an overall improvement in standards across the curriculum as a whole.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' good attitudes are reflected in their obvious enthusiasm for school and the work they do
Behaviour, in and out of classrooms	Behaviour is good and helps to establish a good atmosphere for both work and play
Personal development and relationships	Good relationships exist between pupils and between pupils and staff, contributing to the good overall personal development
Attendance	Satisfactory, in line with national figures for authorised and unauthorised absence

TEACHING AND LEARNING

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

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

In the 60 lessons seen, 98 per cent of teaching was satisfactory or better, 60 per cent good or better and 20 per cent very good or better. Two excellent lessons were seen and one was unsatisfactory. All teachers manage their classes very well and adopt a good variety of methods to stimulate pupils' learning. There is good emphasis on, and good teaching of basic skills. English and mathematics are taught well overall and the basic skills of literacy and numeracy are consolidated satisfactorily across the whole curriculum. There are inconsistencies in two aspects of teaching. Throughout the school, the extent to which learning activities are planned so that they match the varying abilities of pupils in a class is variable and often fails to challenge more able pupils. Key Stage 1 teachers make satisfactory use of homework but there are many inconsistencies at Key Stage 2, with neither pupils nor parents knowing when homework is to be set or when it should be completed. The good quality of teaching of pupils with special educational needs by the co-ordinator and support staff contributes very significantly to the good progress of these pupils in all aspects of their learning. All pupils work hard and the oldest and youngest pupils show particularly good levels of concentration and interest.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Although satisfactory overall at the Foundation Stage and Key Stages 1 and 2, further work on long-term planning is needed. Reception children need more of their work to be planned in line with the Early Learning Goals. From Year 2 to Year 6 the work in mixed age classes varies too much from that set for the same age in single age classes
Provision for pupils with special educational needs	Provision is good overall. There is early identification, good liaison with parents and regular review of pupils' progress towards the good, specific targets that are set for them
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall with strong emphasis and good provision for moral, social and cultural development. Satisfactory provision for spiritual development across the curriculum
How well the school cares for its pupils	The school is a caring community providing sound support and guidance. There is good attention to ensuring pupils' welfare. Good procedures are now in place for assessing pupils' attainment and progress but they are not yet guiding curriculum planning sufficiently

Parents have satisfactory views overall of the school and the school works very hard to maintain a good partnership.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school well with very good support from the deputy headteacher. The school is managed well. Subject co-ordinators vary in the effectiveness with which they carry out their responsibilities
How well the governors fulfil their responsibilities	With very good leadership by the chair of the governing body, the full involvement of governors is making a good contribution to the management of the school
The school's evaluation of its performance	Sound self-evaluation procedures enable the school to identify priorities, set itself targets and pursue effective courses of action for future improvement
The strategic use of resources	Satisfactory use of physical and human resources and prudent management of finances

Staffing, accommodation and learning resources are satisfactory overall. Supply teachers fit in well and successfully maintain standards. The school applies the principles of best value satisfactorily overall, challenging itself and securing value for money in the services and resources that it acquires.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school• Children's good progress• The good behaviour• The good standard of teaching• How the school deals with their questions or problems• The school has high expectations of its pupils	<ul style="list-style-type: none">• The homework set for pupils• The way that the school works with parents• The range of activities outside lessons

Inspectors endorse all the aspects that please parents. They also support the concern expressed by parents about the arrangements for homework. At Key Stage 2 there is too much inconsistency in the arrangements. Pupils and parents have insufficient information about the amount, type or timescale and parents receive no guidance about how they can help. In respect of parents' view that the school could work more closely with them, inspectors do not agree and are impressed by the school's attempts to forge a strong partnership. The only improvement possible is the addition of curriculum information to the range of communications that the school already provides. Concern about extra-curricular activities is not supported by inspectors because a good range is provided that compares well with that found in other schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start in the reception class in the September before their fifth birthday. Their attainment is assessed by a formal, baseline assessment shortly after starting school. This is shown to be above average overall although in the past it has fluctuated and some of the year groups in the school entered with only average attainment levels. By the age of five, attainment is above expectations for the age in all areas of learning covered by the new national Foundation Stage curriculum except their physical development which, as a result of the limitations in facilities for this age group, is only in line with expectations.
2. The school's results in end of Key Stage 1 National Curriculum tests for seven-year-olds have fluctuated during the past four years. Performance in the reading and mathematics tests shows similar patterns, rising overall until 1998 and then declining since then. In writing, results dropped in 1997, rose in 1998 but then fell for the next two years. The latest results for which there are national comparative figures are those in 2000. Compared with all other schools, pupils' results were above average in reading, average in writing and below average in mathematics. Teacher assessment of science showed standards to be average. Compared with similar schools, reading was average, writing and mathematics were well below average and science was below average. The percentages of pupils who reached the higher-than-expected Level 3 were average in reading, writing and science but well below average in mathematics. Compared with similar schools, the Level 3 percentages were well below average in reading and mathematics and below average in writing and science. The recently completed 2001 tests show a slight improvement overall, with a small rise in percentages gaining the expected Level 2 in reading, writing and science. Greater improvement has occurred in the percentages attaining Level 3 in all tests, particularly in mathematics where the rise is from nine per cent to twenty-nine per cent.
3. In the national tests for eleven-year-olds at the end of Key Stage 2, results have fluctuated from year-to-year with no common patterns between subjects. Even though there have been annual rises in English since 1997 and in mathematics since 1998, results have generally not kept pace with the improvement that has occurred nationally. Compared with the national averages for 2000, the school's results were average in English, below average in mathematics and well below average in science. Compared with the average results in similar schools, all subjects were well below average. The percentage of pupils reaching the higher Level 5 in the tests was average in English, below average in mathematics and well below average in science. Compared with similar schools, percentages at Level 5 were well below average in all subjects. The 2001 tests show significant improvement and are a very positive response to the concerns expressed by the headteacher in his reports to the governing body and to his call for raised expectations by teachers. As a result of the very good teaching of Year 6 pupils, the latest results show very substantial rises in the percentages attaining Level 4 and Level 5. Mathematics and science show the greatest improvement at Level 4, to percentages well above the 2000 national figures. At Level 5, the percentages are 53 per cent in English, 37 per cent in mathematics and 44 per cent in science. In all cases this is more than double the 2000 figures and shows that in Year 6, the more able pupils are achieving good gains

in learning. The annual targets set by the governing body for the percentages to achieve Level 4 and Level 5 have been exceeded in every case. These targets were predictions based on pupils' performances in tests taken when they were younger. The targets were challenging as they required considerable improvement on the 2000 results. The margins by which all targets were exceeded is an indicator of very good achievement by the pupils, far better than could reasonably be expected.

4. Inspection judgements confirm the general picture of the test results at both key stages. By the age of seven, standards in reading and writing are above average and those in mathematics and science are average. Pupils also have above average speaking and listening skills. Basic numeracy skills are well-established but the quality of pupils' investigative work in science is not high enough due to insufficient opportunities. By the age of eleven, standards are above average in English, mathematics and science although this tends to mask the fluctuating progress of pupils at different ages between seven and eleven. Standards and achievement are generally higher in single age classes than in mixed age classes, other than the Years 5/6 classes, where work tends to be aimed at the level of the younger pupils.
5. In the other subjects of the curriculum, all pupils are maintaining satisfactory and sometimes good, levels of achievement and standards are generally in line with expectations in each subject by the end of each key stage. The exception is physical education, in which standards exceed expectations throughout the school. Standards in most subjects are similar to those at the last inspection. Physical education and design and technology have improved at Key Stage 1. A significant improvement has occurred in information and communication technology. Standards and progress were below expectations throughout the school but are now in line with expectations due to the good teaching in Years 2, 5 and 6.
6. In relation to their abilities, most pupils showing satisfactory levels of achievement in most subjects and in some year groups, notably Years 5 and 6, they are achieving much better than earlier indications of their attainment suggest. There are some variations between different groups. Pupils with special educational needs, for example, achieve well in relation to their abilities and several of these pupils are now achieving standards that match those of their peers. They approach their work with confidence due to the good levels of support they receive within the school. They progress well towards achieving the targets for learning in their individual educational plans. These targets are clear, appropriate to pupils' needs and are reviewed regularly. Some of the more able pupils are not always achieving the standards that they are capable of. This is due to inconsistency between teachers in the extent to which they plan work that is suitably challenging. This inconsistency is recognised by senior management and is an area for development given high priority in the current school development plan.

Pupils' attitudes, values and personal development

7. The attitudes, behaviour and personal development of pupils are strengths making good contributions to the positive learning environment, pupils' progress and the quality of life in the school. Pupils have good attitudes to learning, establish good relationships and behave well. They enjoy school and speak well of it. They are well motivated towards their work with good levels of interest and involvement. Pupils develop well in maturity and responsibility. Attendance is satisfactory. These views are endorsed by parents. The high standards of attitudes, values, behaviour and

personal development which were reported at the last inspection have been fully maintained.

8. Pupils' good attitudes are reflected in their enjoyment of school and their enthusiasm and application in their work. Within the supportive learning environment, they are excited and attentive, work conscientiously, joining in activities with pride and enjoyment. They are generally fully involved and sustain good levels of concentration with even the youngest pupils showing an immediate interest in their activities. Their pace of work varies, is satisfactory overall and is frequently good. During discussions, they listen carefully to each other, evaluate constructively and are keen to answer questions and offer opinions. They are able to explain what they are doing and frequently ask thoughtful and considered questions. Pupils are proud of their school, taking care with equipment and resources, which they willingly share. They work together happily and harmoniously, collaborating well in both paired and group activities.
9. Pupils are confident, mature and independent. They display good standards of self-discipline and work well without close supervision. For example, Year 5 pupils left a literacy lesson to work on computers in another building and worked diligently and co-operatively without any adult intervention. Pupils have high levels of self-esteem, frequently expressing themselves knowledgeably with assurance and articulation. Even the youngest pupils are able to speak confidently in front of others. Most are outgoing and lively with a keenness to present their ideas and engage in conversation.
10. The school is an ordered community with a good overall standard of behaviour which is sometimes very good. The code of conduct is understood and accepted by pupils who are aware of the standards expected of them and respond with courtesy, consideration and respect. They move around the school sensibly and carefully although some lessons are slightly delayed by their tardiness in returning from breaks. Standards of behaviour in lessons, in the playground and around the school are good. For example, on formal occasions such as assemblies, they arrive and wait patiently and quietly. In some classes there are some instances of inattention, calling out, unnecessary chattering or off task behaviour. Noise levels are sometimes too high although this does not necessarily mean that pupils are not positively engaged in their work. Play is sometimes boisterous, but no aggressive, bullying, racist or sexist behaviour was observed. There have been no exclusions.
11. Most pupils enter school with good social skills and independence which are well developed during their school lives. They are caring and tolerant, showing very good respect for the feelings and values of others. They are trustworthy, considerate and are pleased to celebrate the achievement of others. They frequently encourage, praise and help each other and this is a significant factor in their learning. The good relationships are a strength of the school. Relationships between pupils themselves, and between pupils and all adults are good. Pupils feel valued by teachers, finding them approachable and supportive and they reciprocate accordingly. They respond well to opportunities to exercise responsibility and independence. They all willingly undertake various routine duties. Older pupils undertake their duties helping to organise the weekly church assemblies very responsibly. They frequently undertake activities on their own initiative. For example, they organised fundraising activities in support of the Mozambique flood appeal and, during the inspection, pupils asked to interview one of the inspection team for an item in the school magazine.

12. Pupils with special educational needs have good attitudes to their work, with good levels of sustained concentration and make good progress. They are well integrated and work well with other pupils. They come to school and make good relationships with the adults who care for them. Some pupils have identified behavioural difficulties, but they work hard to achieve their targets, and generally conform to the school's high expectations of behaviour.
13. The previous inspection report stated that pupils had good, positive attitudes to learning and, when given the opportunity, worked independently and showed initiative. They worked well in pairs and groups. Behaviour was generally good although a small number of pupils needed a great deal of attention. The current situation remains broadly similar although there are now fewer exceptions to the generally good level of behaviour.
14. Attendance is around the national average and is therefore satisfactory. Unauthorised absence is also about average. Pupils are punctual in their arrival at school. There are no significant absence or attendance problems.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The overall quality of teaching is good. Teaching ranges from excellent to unsatisfactory with three per cent being excellent, 17 per cent very good, 40 per cent good, 38 per cent satisfactory and two per cent unsatisfactory. Standards in teaching have improved on those at the time of the last inspection. There is now more teaching that is very good or better – 20 per cent compared with five per cent at the last inspection. Additionally, seven per cent of teaching was judged unsatisfactory last time and the fact that only one unsatisfactory lesson occurred during this inspection is an indication of the whole teaching staff's commitment to improvement. The unsatisfactory elements observed were weaknesses in class control and insufficient direct teaching that would help pupils improve in their learning. Previous weaknesses of low expectations and insufficient teaching of basic skills that caused some teaching to be unsatisfactory, have been eradicated. Some inconsistencies remain, most notably in the planning of learning activities to match the needs of different groups of pupils and, at Key Stage 2, in the provision and use of homework. Exceptional teaching occurs in the Years 5/6 classes, where pupils who are on the verge of leaving the school remain very highly motivated to learn as a result of the commitment of their teachers to the provision of an excellent range of learning opportunities.
16. The teaching of children in the Foundation Stage is good overall and enables children in the combined reception/Year 1 classes to achieve well in much of their learning. However, although progress is good overall, it varies between different areas of learning. The separation of the two year groups for literacy and numeracy results in reception children's work being well planned to give children a good range of appropriate learning opportunities and so ensure good learning. By being taught together for all other areas of learning and with planning based more on the requirements of the National Curriculum for Year 1 pupils, the needs of reception children are not always met so successfully. This applies particularly in the first two terms of children's time in reception. There are fewer opportunities for children to play, experiment and make choices for themselves, all of which are important experiences in the curriculum guidelines that have been established for the Foundation Stage. Despite these shortcomings, reception children show good levels of interest in all that they are taught. They work hard, maintain good concentration

and acquire good levels of knowledge, understanding and skill development. This was evident in a very good indoor physical education lesson. Good progress was achieved as a result of the teacher's good understanding of how young children learn. Her provision of learning activities that encouraged the children to experiment and select ways of throwing and catching that they were successful at, enabled all to make good progress at their level, rather than the level that was expected of Year 1 pupils in the class. Teachers know their children well, relationships are good and expectations are high. There is good management of the children and the classroom and learning activities are well organised so that no time is lost and children are constantly working and learning. All learning opportunities are prepared thoroughly and presented in a lively, stimulating manner. Teachers and learning support assistants work well together in each class, providing effective teams and ensuring that children develop confidence in a caring and safe learning environment.

17. Teaching is satisfactory overall in Key Stage 1 and good in Key Stage 2. There are common features of all the teaching that is good or better, most notably the good management of pupils' behaviour by teachers. This creates calm, purposeful working atmospheres in classrooms. The best behaviour by pupils occurs where teachers have the highest expectations of good behaviour and communicate these expectations very clearly. This was very evident in the strategies used by a supply teacher working with a class containing several pupils with behavioural difficulties. Her consistent reinforcement of the forms of behaviour that were acceptable and praiseworthy helped individual pupils to settle into classroom routines and minimised the disruptive effect, for the majority, of inappropriate behaviour by a minority. The relationships between teachers and other adults in the classroom with pupils are good. These have a positive impact on pupils' attitudes to learning, making them keen to get started on their work. Teachers question pupils skilfully, ensuring that pupils of all abilities are fully involved in whole-class discussions by phrasing questions in different ways. Thus less able pupils gain confidence from being able to contribute successfully and more able pupils are challenged to think hard and explain their reasoning.
18. In the best teaching, lessons are carefully prepared and resources are used very well to aid pupils' learning. There is a brisk pace to very good lessons and work is matched carefully to pupils' individual needs and abilities. All these characteristics were evident in the excellent teaching of a Years 5/6 numeracy lesson on division. The teacher provided a wide range of activities that were carefully matched to levels of prior attainment and communicated high but realistic expectations. Pupils responded very well to the very real intellectual demands made of them, they knew exactly what was to be learned from their work and their progress was very good. A particular feature of pupils' response was their ability to respond very maturely to the independence that they were given. The teacher's expertise and guidance were always available but there was a clear expectation that pupils would plan their work, organise their resources and time their activity, so that objectives were achieved. An excellent Year 1 literacy lesson showed these and other characteristics. Pupils gave complete attention to the very rapid questioning during whole-class work and showed enjoyment of the pace of working and delight at the success with which they met the teacher's expectations. The teacher's good subject knowledge was reflected in the excellent development and reinforcement of basic skills. Her ongoing assessment of pupils' understanding provided prompt and successful reaction to any difficulties. All pupils were challenged sufficiently by their work and made good progress.

19. Individual lesson plans provide clear statements about the specific learning to be achieved in a lesson. When teaching is good or better, teachers discuss these learning intentions with pupils at the start of lessons and constantly remind pupils of them as the lesson progresses. This is more evident in the Year 3 class and at the end of Key Stage 2 and it enables pupils to gain a good understanding of the extent of their own learning and how it relates to the specific learning targets that they are working towards. There is less evidence in other classes of learning intentions and corresponding learning activities being focused on the needs of pupils of different abilities. Where this is absent, it is particularly the more able pupils who are not being challenged, when they have to do the same work as the rest of the class and their progress is lessened.
20. The teaching of basic literacy skills in both key stages is good. Teachers are implementing the National Literacy Strategy well by providing a good range of activities that are matched well to the needs of groups of pupils of different abilities. Teachers are successful at using lessons in subjects other than English to develop pupils' speaking, reading and writing skills. Similarly, sessions known as 'Circle Time', when pupils hold discussions about issues that relate particularly to their personal development, are successfully used by teachers as opportunities for the development of pupils' speaking and listening skills, as well as contributing positively to their moral and social development. The National Numeracy Strategy is implemented well. Number work is strongly promoted and mental calculation is a feature of all mathematics lessons.
21. Teachers make good use of learning support assistants to provide additional instruction and guidance for pupils. Support staff are briefed thoroughly and, where they have a specific responsibility for helping an individual pupil, the quality of their guidance is generally good.
22. Pupils achieve good progress in their learning at the Foundation Stage, satisfactory progress at Key Stage 1 and good progress overall at Key Stage 2. All pupils' learning is positively influenced by the intellectual and physical effort that they put into achieving as well as they can from the experiences that are provided for them. Their work output and the pace at which they work are very good and they make good progress in lessons as well as over time. When encouraged to work independently without constant attention and guidance from the teacher, pupils vary in their response but, overall, they respond well to the responsibility.
23. All pupils with special educational needs have individual education plans that contain clear, specific targets. Pupils are taught in small withdrawn groups, individually and in whole-class settings. Work is planned to address pupils' individual targets and good support is given to these pupils, by learning support assistants in lessons and by the special needs co-ordinator in withdrawn groups. The school provides learning support assistants, who are well trained to meet the needs of the pupils. The special needs co-ordinator knows the individual needs of each pupil well, although she has not been in the school for very long. She shows good expertise when teaching these pupils, and the very good relationships and sensitive but focused approach ensure that pupils achieve well in relation to their prior learning. The good progress that pupils with special educational needs make, is directly related to the quality and quantity of this additional support. Good use is made of other professionals, such as the educational psychologist and the speech and language therapist, to help teachers plan appropriate activities to meet pupils' specific needs.

24. Homework is used satisfactorily in Key Stage 1, where pupils have regular practice at the basic skills of literacy and numeracy that consolidates well their learning in lessons. There is far too much variation between teachers in Key Stage 2 and neither pupils nor their parents know when homework is to be set, what its purpose is or when it has to be completed. Homework diaries are not used. Clearer guidelines and procedures are needed.

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

25. The curriculum meets statutory requirements and provision is satisfactory. However, the breadth and balance in the delivery of the curriculum across the school is inconsistent. This is because curriculum planning does not sufficiently take into account the different age groups within mixed aged classes and the fact some teachers do not fully follow the agreed school schemes of work for subjects. This results in those pupils who are in split year group classes receiving different experiences and work is not always planned at an appropriate level of challenge, particularly for more able pupils. There is also a need for the school to review the organisation of its school day and the allocation of teaching time for subjects to ensure that time is maximised and used efficiently. For example, not all lessons start promptly after playtimes and often lessons, particularly the literacy and numeracy hours, exceed an hour and are too long, particularly for very young pupils. There is some imbalance in the delivery of the design and technology and information and communication technology curricula. For example, in design and technology the making aspect of the subject is not sufficiently covered.
26. Since the last inspection all subject policies and schemes of work have been appropriately reviewed and long-term planning successfully ensures that all aspects of subjects are appropriately covered. However, guidelines in some subjects are still being developed and are at varying stages of development and implementation and a whole-school approach to curriculum planning and interpretation is still not fully and securely in place. The provision for pupils' personal, social and health education is satisfactory. The school has just implemented a new policy and is in the process of trialing an appropriate programme of study for this area of learning. Appropriate attention is also given to sex education and drugs misuse. The school strongly promotes the principles of educational inclusion and all pupils have equal access to all areas of learning across the curriculum.
27. The quality and range of learning opportunities for pupils in the Foundation Stage (reception) is satisfactory. However, because children are taught in mixed reception/Year 1 classes there is an insufficient distinction in curriculum planning between these two year groups. With the exception of the planning and organisation of literacy and numeracy, curriculum planning does not sufficiently take into account the specific learning objectives of the new Foundation Stage curriculum guidelines within the appropriate areas of learning for children of this age. The present approach of basing planning on the early levels of the National Curriculum is not appropriate to children's needs for much of the reception year. The co-ordinator is aware of this and has sound plans for refining the planning and the reception teachers are beginning to assess pupils' attainment and progress against the learning objectives in all the appropriate areas of learning for children of this age.
28. Pupils with special educational needs have individual targets set for them on educational action plans to address their specific needs. The Code of Practice is fully implemented. There is good liaison between the class teachers, support staff and the special needs co-ordinator to ensure that individual targets are met and that pupils access the same curriculum as their peers. All pupils take the statutory tests at age seven and eleven and all pupils, whatever their disability, take a full part in the life of the school. The curriculum is appropriately adapted to meet specific needs and relevant resources are provided for pupils to enable them to take a full part in lessons. The provision listed on pupils' statements is implemented well by the school.

29. The provision for extra-curricular activities is good. Physical education is particularly enhanced by a good range of activities such as football, netball, hockey, rounders, athletics and gymnastics. The chess and logic club, inter-school choir involvement and Le Club Francais which is privately funded, also effectively contribute to the quality and range of extra-curricular activities. All clubs are well attended by pupils.

Community Links and Partner Institutions

30. The school has good links with the local community. The school works very closely with all the local churches and the links are very good. Weekly assemblies are held, either in the adjoining parish church or with local clergy attending at the school. Additionally, there are visits to other churches in the area. The school is also regularly involved in Diocesan activities, for example the Year 6 pupils' leavers service at Bristol Cathedral. There are good links to the immediate community. For example, pupils are involved in community carol singing in the town centre and took part in the mayor's tree planting scheme.
31. Effective use is made of the town environment as a resource, for instance for history and geography project work, and good use is made of the Yate Heritage Centre. There are also regular visits to the wider area, for example, Roman Carleon, Bristol museums, Bristol Zoo and local theatres. Year 6 pupils visit the Isle of Wight for a residential week each year.
32. There are good relationships with partner institutions. This is particularly so with the main receiving secondary school whose staff visit very frequently. Summer schools in various subjects are held at the secondary school, for example in literacy, and all Key Stage 2 year groups visit in connection with particular projects in, for example science, and a theatre project as well as information technology experience. There are also good sporting links. There is good liaison with other schools in the cluster group, with joint work on activities such as literacy and numeracy. There are also good links with the local pre-schools. As a result of these good partnerships, pupils experience smooth transitions between different stages in their education and teachers are well-informed about pupils' strengths and weaknesses.

Provision for pupils' personal, including spiritual, moral, social and cultural, development

33. The overall provision for pupils' personal development has improved since the last inspection and is now good. At the time of the last report provision was reported to be satisfactory.
34. The provision for pupils' spiritual development is satisfactory. The school promotes a strong Christian ethos within its work and this impacts significantly in helping pupils to nurture sound Christian values and beliefs and positive attitudes. Regular visits by local clergy to the school to lead collective acts of worship and regular visits to the local church for special services and assemblies also effectively contributes to pupils spiritual development. However, there are too few planned opportunities to develop pupils' spiritual development in subjects across the curriculum. The school is aware of this and has identified a need to develop this area of learning and experience for pupils in its school development plan. Although prayers are said regularly in assemblies and at different periods in the day such as before lunch-time, there is however, insufficient time given to pupils for quiet reflection, particularly during assemblies.

35. The provision for pupils' moral development is good. The school has an effective code of conduct and behaviour policy in place. School and class rules are prominently displayed around the school and in classrooms and this promotes well the kind of behaviour teachers expect of pupils. This, and the very good role models all adults provide throughout the school, ensures pupils effectively learn right from wrong. Moral issues are appropriately discussed and developed in assemblies and lessons on personal, social and health education and this supports well pupils' moral development.
36. The provision for pupils' social development is good. The quality of assemblies is very good and is particularly effective in promoting pupils' moral and social development and enabling pupils to think about personal responsibilities in relation to citizenship skills, such as considering and helping others who are in need. For example, the story of how Bob Geldof was so moved by the plight of people in Africa during a period of famine that he was compelled to organise Live Aid, was very confidently and eloquently told by the headteacher in order to encourage pupils to think about people they may know who might need help. Pupils are encouraged to organise and run many school charitable fundraising events such as the Blue Peter Appeal, concerts and quizzes. The school is also actively involved in contributing to local community fundraising initiatives, such as The Genieri Link project, which has raised enough money to enable people living in a village in Gambia to construct a well and fund a teacher for the village school. All of these initiatives positively help pupils to consider the needs of others and contribute significantly to their social development. Although not extensive, pupils are given jobs of responsibilities such as ringing the school bell, taking registers to the office and lighting the candles for church-based assemblies and this contributes positively to the life of the school. Personal research projects and group work enable pupils to learn how to work both independently and co-operatively with others. A residential visit for Year 6 pupils to the Isle of Wight and opportunities for pupils to give public performances while singing in the school choir, also contribute well to pupils' social development.
37. The overall provision for pupils' cultural development is good. The school provides many opportunities for pupils to appreciate both their own cultural heritage and that of others through many visits to local historical and geographical places of interest. For example, teachers effectively use the Yate Heritage Centre in order to support pupils learning in history and Year 3 pupils visit a Roman archaeological site at Newport in order to gain a better understanding of how the Romans lived at the time of their invasion of Britain. A visit to the Egyptology Department at Bristol Museum provides good opportunity for pupils to explore other ancient civilisations such as the Ancient Egyptians. Pupils' cultural development is also positively promoted through the music curriculum and through visits to local theatres in order to see both appropriate children's dramas and the ballet. Visitors to the school, such as historical theatre groups and the organisation of a Shakespearean workshop for pupils, also contribute effectively to pupils' cultural development. Opportunity is given for pupils to learn about other cultures and traditions as they study other world faiths in religious education but, overall, there are insufficient planned opportunities across the curriculum to learn about and appreciate alternative cultures and lifestyles.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school provides a caring and supportive environment, which is well supervised. All members of staff have good knowledge of pupils' work to promote pupils' social

skills and maturity. The use of educational and personal support and guidance is satisfactory. There are good procedures for monitoring and supporting pupils' personal development. Procedures for monitoring and promoting good behaviour are satisfactory.

39. The school has adopted an appropriate health and safety policy with defined internal responsibilities. There are procedures in place for the systematic monitoring of health and safety requirements. There are good arrangements for the care and support of pupils who are taken ill at school, first aid and appropriately maintained accident records.
40. There are good arrangements for the supervision of pupils at break-times and lunch periods. The school provides a healthy and safe environment.
41. The previous inspection report stated that, although the school had effective arrangements, it was some time since staff had received formal training in child protection procedures. The current position is that the school has a policy, but it is in need of updating. There is a designated co-ordinator who is well experienced and all staff are aware of the procedures to be followed. However, it is still some time since staff have received formal training and mid-day supervision staff have received no training. The school proposes to address these training requirements and introduce a new policy in the Autumn term. Subject to this, current arrangements for child protection are satisfactory and, as a result of staff diligence, the overall concern for pupils' welfare is good.
42. Since the previous inspection, the school has reviewed its approach to behaviour and a new policy has been introduced. The code of conduct and class rules are clearly displayed. A set of playground rules was also drawn up following consultation with pupils. The headteacher ensures that the school's approach is reinforced to all pupils at the beginning of each school year. Although staff provide good role models and pupils' behaviour is well managed, the positive promotion of good behaviour is not always consistently applied in all classes.
43. There is a good policy and systematic procedures for dealing with bullying. The headteacher keeps good records of the small number of incidents which are sensitively and expeditiously handled. No oppressive behaviour or bullying was observed during the inspection.
44. There are satisfactory procedures for the monitoring and promotion of attendance. There is accurate provision of attendance information although it is not currently fully reported in the prospectus and governing body's annual report. There is good liaison with the education welfare service.
45. Pupils' personal development and general welfare are effectively monitored and supported. Satisfactory pastoral arrangements are provided based on good staff knowledge of pupils. Although there is no systematic formal monitoring of all pupils, informal monitoring is carried out throughout the year and this is transferred between year group teachers at the end of each school year. Staff ensure that any issues concerning particular pupils are regularly reviewed. The school provides effective support and guidance which assist pupils' progress and their confidence. Pupils' self-esteem and enthusiasm for learning are encouraged and successes in their work effectively encouraged and praised. They are well prepared for their next stage of education.

46. Pupils are provided with a satisfactory range of opportunities to exercise responsibility. There are a number of regular duties undertaken in each class, while older pupils carry out additional duties. For example, they ring the bells, put out cones at playtimes, assist with assemblies and run stalls at school events. They are also regularly involved in fundraising activities for charities.
47. The provision for pupils with special educational needs is good. They are supported well and integrated in all areas of the school. External agencies are used well and regularly to the benefit of pupils. The school provides good support and guidance which assist pupils' progress and their confidence.
48. Overall, the school's arrangements for the welfare and support of pupils provides a good caring and developmental environment.

Assessment

49. The procedures for assessing pupils' academic attainment have improved since the last report and are now satisfactory. Children are tested using the county's baseline assessment on entry into school, and then again at the end of the reception year. Pupils are tested at the age of seven and eleven, in line with statutory requirements and testing is done in English and mathematics at the end of Years 3, 4 and 5. The results of assessments are recorded on individual profiles to give a clear picture of pupil progress and to identify the needs of different groups of pupils. Continuous assessments are also done in English and mathematics as each unit of work is completed. Assessment procedures are not so well developed in science and the non-core foundation subjects, although pupils are tested on their level of scientific knowledge gained after each topic.
50. The data collected as a result of assessments in English and mathematics is used to identify class targets each term, which the pupils work towards. Baseline assessments have recently been used to predict attainment at the end of the key stages but, as yet, this information is not used to ensure that pupils remain on target. Statutory test results for eleven-year-olds are analysed to identify strengths and weaknesses and on occasions these are used to make curriculum changes. For example, writing was identified as a weakness, so the curriculum time was changed to give more time to develop longer pieces of writing. However, as procedures are new and not consistently used across the school, assessment data that is collected is not used to plan the next stage of learning and take account of pupils' previous learning. Pupils are not involved in setting their own targets to make them aware of their own learning. The use of assessment was a key issue at the time of the last inspection and has not been sufficiently addressed. The school has plans to use a computer program to collate assessment data in the future, which will then give a clearer picture of strengths and weaknesses throughout the school, to enable changes to be made in the way the curriculum is delivered, to ensure that all pupils are appropriately challenged.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Overall, reflecting strengths and weaknesses, parents hold satisfactory views of the school and of what it provides and achieves. The school has good links with parents, whose impact on the work of the school is also good. Their contribution to their children's learning is satisfactory. Parents provide good general and financial support

to the school. The school values its partnership with parents and generally has good relationships with them. The quality of information provided for parents on their children's progress is satisfactory.

52. The school works to maintain good relationships with parents and on the whole this is achieved. It also encourages parental involvement in their children's education and these measures are partly successful. The previous inspection report indicated parental concerns with a number of issues concerning consultation and information. There has since been significant improvement. The school now provides an additional opportunity for formal consultation, making a total of three in the school year and these are well supported by parents. The omissions in the prospectus have been largely rectified and the governing body's annual meeting is now held at an appropriate time close to the end of the previous school year. There are regular and informative newsletters. The governing body's annual report to parents and the prospectus are both well produced and detailed. However, there is no regular provision of curriculum related information other than in the prospectus, although the school has recently issued copies of the DFEE 'Learning Journey' booklets.
53. The headteacher has formally consulted parents on a number of issues and received positive responses. For example on the sex education policy and, through a parents' questionnaire, on the success of the school's aims. Parents have also been consulted on the Home-School Agreement. Parents responded positively to these initiatives.
54. In their responses on the pre-inspection questionnaire, some parents expressed concern with information on progress. The annual reports to parents vary in quality but overall are satisfactory. They provide separate information on all subjects, but do not always include descriptions of what pupils know, understand and can do. There is generally fuller information on progress in English and mathematics, particularly for the younger pupils. All reports contain targets for improvement, though they are not usually sufficiently specific to provide parents with a good basis on which to review future progress. However, many parents information about their children is enhanced and broadened by their discussions with staff throughout the year, which most of them consider to be helpful and informative.
55. Parents make satisfactory contributions to their children's learning. The school encourages parents to assist in school and a significant number of them do so, providing valuable help with lessons and activities, for example swimming. The school arranges training sessions for all new parent volunteers. However, a significant number of parents are dissatisfied with homework arrangements and the inspection team agrees with their concern. While there is a homework policy, it is inconsistently applied and there is a lack of clear guidance on content, frequency and expectations from parents. There is no consistent use made of homework diaries. As a result, the valuable opportunity for parents' useful involvement in their children's education that systematic homework arrangements may provide, is diminished.
56. Parents of pupils with special educational needs are kept fully informed and involved with annual reviews. They are closely involved in helping their children with their targets. They are invited to make comments and fully participate in meetings with school staff and outside agencies. These meetings are well supported.
57. Parents hold mixed views of the school which overall, are satisfactory. They are generally appreciative of the educational direction and support for pupils and that any concerns they may have are responded to quickly by the headteacher. Most of them

feel that the school is accessible, that they are welcomed and that staff are approachable. However, some do not hold that view with respect to some classes.

58. Parents give good support to school activities. There is an active friends group which provides valuable financial assistance to the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. Leadership and management of the school are good overall. A new headteacher has been appointed since the last inspection and there have been notable improvements in the management of the school under his very good leadership. His awareness of the school's strengths and weaknesses has led to clear priorities for the school's development and thorough planning of the initiatives necessary for school improvement. This has required significant changes in the culture of the school. Emphasis has been placed on developing a productive, open relationship with staff that is now successfully building a shared sense of purpose. Working practices have had to change and most staff have adapted enthusiastically, recognising the need to improve performance and reaping the benefits of recognising and sharing good practice. The headteacher is very ably supported by the deputy headteacher who works tirelessly to ensure the smooth running of school routines. She carries an excessively wide range of responsibilities and performs all successfully. Together they share a very clear sense of educational direction for the school's progress.
60. The school's aims and values are integrated satisfactorily in all its work and, following the example set by the headteacher and his deputy, all staff show high levels of concern for pupils' welfare. There is thus a positive ethos that reflects the school's commitment to creating a caring environment for all pupils in which they are helped to achieve improving standards in their academic and personal development. The school implements a policy of equal opportunity very thoroughly despite not having a written policy that applies to pupils. In practice, there is a strong commitment to educational inclusion that is exemplified by the complete absence of any form of barrier to learning for any pupil. All pupils have the same opportunities for each area of learning. Pupils with special educational needs are well catered for in terms of staff support and are totally integrated into all aspects of school life as a result of the collective determination of all staff and pupils to ensure this integration.
61. Good management of special educational needs is the result of the co-ordinator's good leadership for special educational needs throughout the school. She has considerable expertise when dealing with pupils in need and ensures that all statutory requirements are met. Although she is new to the post she has made a positive impact in a short time. Meticulous records are kept for every pupil on the register. All paperwork is kept up to date and all monies are carefully allocated so that statement provision is guaranteed. She gives help and advice to the rest of the staff and liaises well with the special educational needs governor so that the governing body is well informed concerning all special needs matters.
62. Management of the Foundation Stage is good. The co-ordinator has developed efficient procedures for collaborative planning involving class teachers and those support teachers involved in the teaching of literacy and numeracy. Support staff are managed well and the detailed briefing on their responsibilities enables them to make a good contribution to children's learning. The co-ordinator has paid good attention to methods of assessment, in order that the demands of the new Foundation Stage can be better integrated into the overall provision. She is constrained by the wide range of

responsibilities that she carries and this has delayed development of the planning of all learning activities in line with Foundation Stage requirements.

The governing body

63. The governing body fulfils its responsibilities well. It is led very well by a chairperson with a very good awareness of the school's strengths and weaknesses. The school's overall management is strengthened by the very good working relationship between the headteacher and the chairperson. The governing body provides good support for the work of the school and individual members visit the school to assist in a variety of ways. Through their visits and liaison with co-ordinators, governors are very familiar with the school's working methods. There is constructive monitoring of the school's developments by the governing body through visits and the reports received from teaching staff. The headteacher consults widely about proposed improvements, seeking the contributions of all staff and governors and developments proceed with the commitment of all concerned. As a result, the school development plan provides a good framework for school improvement and combines review of what has been achieved in the previous year with appropriate detail of prioritised targets for the current year. The financial and resource implications, including the demands on personnel, are identified and detailed costings and success criteria are included. Since the headteacher's appointment and the improved flow of information that he has provided, the governing body has been better placed to monitor the action plan that followed the last inspection.

Monitoring and evaluation of the school's performance

64. The school is developing its strategies for self-evaluation well. The headteacher has successfully introduced a range of procedures for monitoring and evaluating the curriculum and the quality of teaching. In order to achieve constant improvement in the quality of teaching, his monitoring of teaching is systematic and rigorous and leads to teachers being set clear targets for their professional development that are given high priority in the current school development plan. The headteacher is assisted well by the deputy headteacher and literacy and numeracy co-ordinators through their observations of teaching across the school. The monitoring of teaching is thus good overall.
65. The headteacher's very thorough analysis of pupils' performance in the tests undertaken by each year group, enables pupils' progress to be monitored and strengths and weaknesses in pupils' learning to be identified. Subsequent discussion of this data with teachers, in their roles as either class teachers or subject co-ordinators, leads to direct action in order to achieve improvement in pupils' performance. This has been particularly successful in raising standards achieved at the end of Key Stage 2, although there are still some weaknesses to be overcome. There is insufficient monitoring of teaching, or of what is being learned by pupils in subjects other than English and mathematics, as co-ordinators are not given time for observation and are not scrutinising samples of work from different classes. Co-ordinators have an overview of the topics being taught but there is insufficient checking of teachers' short-term planning by either subject co-ordinators or senior management. This has led to any lack of planning of activities that are matched to different attainment levels going unnoticed and, similarly, the variations between classes in provision for pupils in the same group has not been identified.

Strategic use of resources and principles of best value

66. There is satisfactory use, overall, of the school's resources. The governing body's finance committee has a clearly-defined role. Governors are fully meeting their

responsibilities in relation to budget-setting and expenditure is carefully monitored. As a consequence of good financial management in recent years, the school is now able to finance the creation of a computer suite and has sufficient funds in reserve to accommodate unforeseen additional expenditure. This has enabled a high priority to be placed on information and communication technology in the school development plan. The governing body thoughtfully evaluates the cost-effectiveness of major spending decisions through the reports of the headteacher, through discussion and analysis of assessment and other data. Governors compare the school's results with national averages and those for schools with a similar intake. A desire for high standards and improvement is central. These instruments enable the governing body to have a good understanding of the strengths and weaknesses of the school. Governors are very aware of the need to ensure that money is spent carefully. Competing quotations are obtained before contracts are issued, although governors are mindful that the cheapest price does not always represent the best value.

67. Financial control and office administration are very good as a result of the very good work and strong commitment of the administrative staff. The funds made available to the school through specific grants such as those to support literacy and the development of information and communication technology skills have been appropriately targeted. Overall, the school uses all its resources shrewdly and productively.

Staffing, accommodation and learning resources

68. The school has a satisfactory number of suitably qualified teachers with a range of experience to enable them to teach the curriculum. Well-qualified, experienced support staff work effectively alongside the teachers. The lunch-time assistants maintain a happy and orderly atmosphere at lunch-time. The office staff are very welcoming and efficient.
69. The school's arrangements for professional development are good. Training is related to both the priorities of the school development plan and to the needs of individual staff. Non-teaching staff are also offered a good range of training opportunities. The school has a good induction programme for newly qualified teachers. Requirements for performance management are met satisfactorily.
70. The accommodation is satisfactory and allows the curriculum to be taught effectively. The building is welcoming and is enhanced by colourful displays. It is in good decorative order and is well maintained. The caretaker and cleaners work hard to achieve good standards of cleanliness although they are hampered by the age of some of the school's furniture. This is also physically restricting for the older pupils. The classrooms are of adequate size to accommodate the number of pupils. External facilities are good with large playground and grass areas that stimulate pupils' play and features such as an attractive pond and surrounds provide a good learning resource. Accommodation and facilities for children in the Foundation Stage are limited. They have no secure play area of their own and, due to lack of equipment, they have no opportunities to use wheeled toys or climbing apparatus. This limits the range of opportunities that children have for their physical development.
71. The range and quality of equipment and materials to support teaching is generally satisfactory. However, several subjects are under-resourced, notably geography, history, music and design and technology. The imminent installation of a computer suite will rectify the current shortage of computers. While pupils' overall progress in

these subjects is satisfactory, the range of learning opportunities is reduced by the resource shortages.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

1. improve the quality of individual teachers' lesson planning by ensuring that learning activities match the varying needs of pupils of different abilities;
(paragraphs 6, 15, 19, 25, 87, 95, 101, 115, 124) *
2. at Key Stage 2, ensure greater consistency in the provision of homework by informing pupils and parents of the timing, amount and purpose of homework. Improve communication between home and school by considering the whole-school use of homework diaries and informing parents of the role that they can play in relation to work done by pupils at home;
(paragraphs 15, 24, 96)
3. remove weaknesses in long- and medium-term planning of the curriculum by:
 - developing systems for co-ordinating planning of the curriculum and individual subjects in order to establish consistency in provision for pupils of the same age in different classes;
 - review the time allocations to literacy and numeracy lessons;
 - incorporate the use of information from assessment of pupils' learning into ongoing planning of the curriculum;(paragraphs 25, 50, 93, 96, 115) *
4. enable subject co-ordinators to have sufficient time to carry out their responsibilities, in particular the monitoring and evaluation of teaching and pupils' work.
(paragraphs 65, 96, 103, 109, 113, 119, 125, 129, 136) *

* *areas identified as a priority in the school development plan*

In addition, the following less important weaknesses should be considered by the school:

1. continue to develop the planning of the Foundation Stage curriculum in order that all aspects of reception children's work relates to the Early Learning Goals in each area of their learning. (paragraphs 16, 27, 72)
2. improve facilities and equipment for the physical development of children under five.
(paragraphs 70, 79)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	17	40	38	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	306
Number of full-time pupils known to be eligible for free school meals	18

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	9
Number of pupils on the school's special educational needs register	50

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	23	21	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	23
	Girls	20	19	20
	Total	41	40	43
Percentage of pupils at NC level 2 or above	School	93 (89)	91 (91)	98 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	20	21
	Girls	20	17	20
	Total	41	37	41
Percentage of pupils at NC level 2 or above	School	93 (87)	84 (93)	93 (87)
	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	17	27	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	15
	Girls	22	16	20
	Total	34	27	35
Percentage of pupils at NC level 4 or above	School	77 (73)	61 (71)	80 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	15
	Girls	19	18	22
	Total	30	30	37
Percentage of pupils at NC level 4 or above	School	68 (73)	68 (80)	84 (82)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	260
Any other minority ethnic group	0

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)	12.8
Number of pupils per qualified teacher	28.4
Average class size	30.7

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	147

Financial information

Financial year	2000/01
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	£
Total income	593,648
Total expenditure	583,003
Expenditure per pupil	1,893
Balance brought forward from previous year	39,150
Balance carried forward to next year	49,795

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	306
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	5	0	1
My child is making good progress in school.	46	47	4	2	1
Behaviour in the school is good.	34	56	6	1	2
My child gets the right amount of work to do at home.	36	32	26	5	1
The teaching is good.	47	47	4	1	1
I am kept well informed about how my child is getting on.	33	55	9	2	0
I would feel comfortable about approaching the school with questions or a problem.	49	45	4	1	1
The school expects my child to work hard and achieve his or her best.	45	48	5	0	2
The school works closely with parents.	31	52	14	2	1
The school is well led and managed.	33	53	9	0	5
The school is helping my child become mature and responsible.	41	48	5	0	6
The school provides an interesting range of activities outside lessons.	14	41	24	6	15

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

72. The school makes satisfactory provision for children who are under five. Children are taught in three mixed-age reception and Year 1 classes. The quality of teaching is good and this ensures that all children make good progress in all appropriate areas of learning for children of this age. However, although satisfactory, curriculum planning does not cater fully for children of this age. In the mixed aged classes there is insufficient distinction made in planning between the reception and Year 1 pupils. Planning is mainly based on the early levels of the National Curriculum and is not sufficiently allied to what is expected of children in all the appropriate areas of learning for children of this age. However, there is good distinction made in how the children are organised and taught in the literacy and numeracy hours, with reception children being separated from the Year 1 pupils and this enables teachers to match work and plan more specifically and effectively for children of this age. This results in children making particularly good progress in communication, language, literacy and mathematics. Standards have improved since the last inspection and with the exception of physical development, by the age of five almost all children have exceeded national expectations in all areas of learning appropriate for their age. The school assessments indicate that children's attainment on entry to the school is above average.

Personal, social and emotional development

73. The children make good progress in their personal, social and emotional development and their attainment exceeds national expectations. Children are happy to come to school and they confidently and happily engage in a range of activities and tasks with enjoyment, showing good levels of interest and concentration for their age. They interact very well with each other and adults and are able to work co-operatively with others in a range of situations such as working in pairs, groups and at play. Teaching is satisfactory overall but sometimes teachers miss opportunities for children to develop their personal and social skills, for instance when tidying away for children after practical activities; but overall adults do encourage children to do things for themselves. For example, children are expected to dress themselves before and after physical activity. Teachers and other adults promote well what is appropriate and inappropriate behaviour and children's behaviour is consistently good.

Communication, language and literacy

74. Children make good progress and achieve well in communication, language and literacy because of good teaching and by the age of five their attainment in this area of learning exceeds national expectations. By the age of five children speak confidently in front of others and are able to explain their ideas and views well for their age. Children have good listening skills and they can listen attentively and with sustained concentration in many different situations. Because teachers promote basic literacy skills well in the literacy hour, children quickly acquire early reading and writing skills. For example in reading, children follow text and story plot with obvious interest and enthusiasm and can comment well about the events that are taking place in the story. By the age of five most children exceed national expectations in reading but higher attaining children well exceed them. From this early age, children have already begun to acquire a love of reading and most show enjoyment in the

illustrations and texts that they read. Children by the age of five know their initial letter sounds and they can split up and sound out words phonetically and are able to read simple texts well for their age. In writing, children can form most letters of the alphabet correctly and many can write very simple phrases or sentences independently with some simple words spelt correctly; and children begin to understand that a sentence ends with a full stop.

Mathematics

75. Children achieve well in mathematics because of good teaching and by the age of five they attain standards above those expected for their age. Children can count confidently up to twenty and are beginning to count in twos well. They make good progress in understanding mathematical language and know many terms such as add, odd, even, tallest, shortest, lighter and heavier. Children can calculate simple addition sums to ten and can tell the time to the hour. In money children can identify the value of coins well and can find the correct coins in order to make specific amounts of money to 10p and begin to understand change when taking 4p from 5p when involved in shopping activities. They can count on to specific numbers and can correctly identify missing numbers on a number line to ten.

Knowledge and understanding of the world

76. The overall quality of teaching in this area of learning is good. When there are occasional shortcomings in teaching, planned activities are sometimes too teacher directed which restricts opportunities for children to make their own choices about what they should do and questioning by adults in role play situations tends to be too closed to sufficiently enable pupils to use talk in order to develop their knowledge and understanding. Teachers use the local environment very effectively to develop pupils awareness and understanding of the world around them. For example, a visit to the local shopping centre, to identify types of shops and a traffic survey, enables children to develop early geographical skills as they identify different types of vehicles that pass and compare which local roads are the busiest. They quickly learn about what plants need to grow successfully as they carefully observe their bean and flower seeds growing into mature plants and they can identify and correctly label the different parts of a plant. As children talk to visitors about the past, watch videos and compare photographs of beaches in the past, children begin to realise and understand that things change overtime. Through well-planned activities children investigate forces and can identify things that need a push or a pull in order to function and can identify many sources of light such as the sun, moon and stars.
77. Children develop well early computer skills. For example, with support children click and drag icons on the screen in order to create a beach picture and begin to familiarise themselves with the keys on a keyboard as they attempt to write simple sentences.

Creative development

78. The quality of teaching in this area of learning is good. Children show good attention to shape and form as they make observational drawings of an apple and show good spatial awareness when painting different types of food on a plate. Teachers provide children with appropriate opportunities to explore various media and encourage children to investigate and explore colour mixing as they paint. For example, children use charcoal and chalks to create pictures of fireworks and explore how paint can be

applied in different ways in order to create different effects as they blow paint through straws in order to produce bubble paintings. In music, children sing a range of songs from memory well and they can recognise and distinguish between high and low notes. While investigating untuned instruments children learn how they can be played and can sort them into ones that need hitting, shaking or scraping. Children show creativity when making things out of construction materials and are able to make large papier-mâché models, aeroplanes, vehicles and house structures well out of construction kits and junk materials.

Physical development

79. Children make satisfactory progress in physical development and they attain standards in line with national expectations. Children have reasonably good hand and eye co-ordination for their age and can throw and catch a range of objects such as large balls, bean bags and quoits well for their age. Teaching is satisfactory. Although teachers make the best use of the resources available to them, the development of children's gross motor skills is significantly restricted because the school has no safe outdoor play area for children of this age to use and the school has a very limited range of large outdoor apparatus, such as a selection of wheeled toys for children to experience and use. However, children do make good progress in developing their fine motor skills and are able to use and control a range of equipment such as pencils, crayons, brushes and scissors very well for their age.

ENGLISH

80. By the end of Key Stage 1, standards attained in the national tests in 2000 were above the national average in reading and matched the national average in writing. In comparison with similar schools, standards in reading were below average and in writing were well below average. When compared with previous years these results show a falling trend since 1998.
81. The standards attained by the eleven-year-olds in the national English tests in 2000 were in line with the national average but well below average when compared with similar schools. These results are similar to those attained in the past two years but reflect a rising trend.
82. However, recently completed national tests for 2001 show that the standards have improved, especially in Key Stage 2 where the school has exceeded its targets for the percentages achieving the expected Level 4 and the higher Level 5. Year 6 pupils have attained significantly better results in both reading and writing compared with the previous year. These improved results are confirmed by evidence gathered during the inspection.
83. Standards in speaking and listening are above average in both key stages. Pupils enter school with confidence to speak articulately about themselves and what they have done, and with a genuine interest in listening to others' points of view. By the end of Key Stage 1, pupils listen carefully and make suitable responses in a range of situations and show an understanding of the main points in discussion. Many pupils pose their own questions or relate personal anecdotes to illustrate a point. By the time they are eleven, pupils confidently answer questions, speaking clearly and comprehensively. They are eager to read text aloud, make good observations about the characters and add appropriately to the contributions of others. Throughout the school, pupils are provided with a wide range of opportunities to talk in different

contexts and for different purposes. In Year 5, where pupils were interviewing an adult visitor, the pupils listened carefully to the interviewee's responses and modified their questions accordingly. In the reading and word work sections of the literacy hour and in and around the school generally, teachers and other adults constantly extend pupils' vocabulary and are good at encouraging pupils to become skilled communicators. Progress in speaking and listening throughout the school is good.

84. Reading standards are above average by the time the pupils are seven. Higher attaining pupils read accurately and fluently and can talk about their stories. They understand how to build sounds into words and know about the meaning of the words 'author' and 'illustrator'. When reading unfamiliar words, pupils successfully use a variety of strategies, including phonics, syntax and context. For example, a group of Year 1 pupils were given a challenging reading comprehension task and successfully completed it by confidently reading the whole book before tackling the questions. Good progress in reading is continued and by the age of eleven standards continue to be above average. Pupils are enthusiastic readers and can talk confidently about authors whose books they enjoy and the type of story they prefer to read. Most pupils have books of their own which they read at home and are regular members of the local library. However, the school library is not used sufficiently to help pupils develop and apply their research skills further. Pupils in some classes regularly take books home to read and, where this is monitored by the teacher, a successful home-school relationship exists. However, there are inconsistencies in this approach and records are often out-of-date and do not reflect the current reading habits of the pupils. Pupils with special educational needs make good progress when assisted by learning support staff and achieve well.
85. Standards in writing are above average at the end of both key stages. In Year 2, pupils use lively vocabulary when writing stories and understand the difference between formal and informal letter writing: 'the information letter has more detail'. The pupils develop their ideas into sequences of sentences that are structured, imaginative and clear. Average and lower attaining pupils are writing shorter sentences with appropriate vocabulary, but are encouraged to write independently and for a range of purposes, for example writing a letter inviting Bingo Bear to a picnic. Good opportunities are provided during the literacy hour for pupils to practise the phonic rules – matching letters to their sounds – and the good use of white boards encourages pupils' individual attempts at writing and spelling, building their confidence and independence. For pupils in Year 6, attainment in writing is good with the higher attaining pupils producing very good work. Pupils make good progress in writing for different purposes; for example they record a visit to Bristol Cathedral, write book reviews, poetry, responses to letters and share opinions. Pupils' writing is celebrated in classroom displays and other areas around the school, supporting learning and providing good models for others. However, whilst the presentation of written work is neat, there is inconsistency throughout the school in pupils joining their handwriting.
86. Progress in writing is good. Pupils develop basic skills of spelling, punctuation and letter-formation, which they effectively consolidate in other lessons. Written work increases in length and accuracy, showing developing imagination and lively use of vocabulary. Pupils with special educational needs also make good progress in gaining basic skills and achieving the targets set in their individual plans.
87. There has been a marked improvement in teaching since the last inspection. It is now good overall with excellent teaching seen in a Year 1 lesson. Teaching and support

staff have a clear understanding of the National Literacy Strategy, have a good knowledge of the subject and are confident in their teaching. Very good teaching of letter sounds to the younger pupils is incorporated into the literacy sessions. Whilst planning is clearly matched to objectives, the detailed planning of learning activities does not always take account of the needs of groups of pupils of differing ability or age. In these circumstances, more able pupils are not set sufficiently demanding tasks appropriate to their ability. Where planning does achieve a good match of task with ability, for example at the end of Key Stage 2, all pupils are suitably challenged and the work that they produce is of high quality and good content. Generally, teachers choose texts with care to ensure that all pupils can take part in whole-class activities. They challenge their thinking and extend their learning through good levels of questioning and discussion. In the best lessons, when pupils give good reasons and examples for what is happening in an argument which they are developing about fox-hunting, the teacher encourages other less confident pupils to join in. She successfully reads the sentences using different expressions and moods and shows humour, enjoyment and understanding of the text. In all classes, reading and writing activities are used well during group activities. Speaking and listening skills are reinforced appropriately at Key Stage 2 when linked to the teaching of punctuation and characterisation. For example, in discussing a speech by Winston Churchill, the pupils are able accurately to describe the mood, tenor and gravity of the context of the speech when the teacher provided the stimulus of playing a recording of the actual speech itself. In some classes, the provision of additional prompts to aid pupils in their individual tasks would have improved the quality of their written work, as some pupils waited for the teacher to help them spell words correctly.

88. All staff work hard to provide a safe and secure environment and expect pupils to behave well. Relationships are very good. Support staff are capable and enthusiastic, working with the lower attaining pupils. They ensure that pupils work well and concentrate on their tasks, receiving the individual support necessary to make good progress. Homework, particularly in reading, is not consistently set, with some pupils being confused about the frequency and content of work to be completed at home.
89. The National Literacy Strategy is being effectively implemented in all classes and improvements in attainment over time show that this is having a positive impact on the progress of pupils. Pupils are taught in ability sets for the literacy hour from Year 2 upwards. The whole-class work at the beginning of each session provides a clear focus for teaching and learning. Teachers effectively organise and manage the pupils to get them involved, interested and motivated. The plenary sessions at the end of the lesson are used as opportunities of genuine reflection and pupils are eager to talk about their work and share their ideas. Teachers often use this time well to consolidate pupils' learning and extend their vocabulary. The resources for literacy are generally good and teachers and pupils make good use of these. Literacy skills, especially writing, are well developed in other areas of the curriculum, especially science, history and geography. Information and communication technology is effectively used in the teaching of writing, for example pupils used word processing to draft and re-draft poems and stories arising out of the whole-school book week earlier in the year, but is not used sufficiently well to support other aspects of literacy.
90. The co-ordinator for English, although not a specialist, has an enthusiasm for the subject and provides good leadership and management. She has effectively trained and supported the staff for the literacy hour and this has resulted in an improvement in teaching and in pupils' attainment. The school monitors the teaching of English and the co-ordinator has regular non-contact time to visit other classes. Termly literacy

targets are set for each class and these are displayed in the classroom for the pupils to see. The school monitors the progress individual pupils are making in the national tests, and is setting targets. However, the results are not as yet comprehensively analysed to show the strengths or the weaknesses, either in the teaching or the curriculum. There is not yet enough rigour in linking this to curriculum planning or teachers' marking to show how well pupils are learning.

MATHEMATICS

91. In the National Curriculum tests for seven-year-olds in 2000, results were below the national average, and well below the average results of similar schools. At the age of eleven, test results were similarly below the national average, and well below those in similar schools. These results were below those recorded at the time of the last inspection. However, the results of this year's recently completed tests show a satisfactory improvement by seven-year-olds, with a good rise in the percentage achieving the higher Level 3. Eleven-year-olds have made considerable improvement and the percentage achieving the expected Level 4 is a 27 per cent improvement on 2000. This exceeds the school's target for eleven-year-olds by 13 per cent. The percentage achieving the higher Level 5 also shows good improvement, being 21 per cent better than in 2000 and 13 per cent above target. Inspection evidence confirms that standards have risen and that currently, the attainment of pupils aged seven is in line with the national average, with many more pupils attaining the higher level than last year. Attainment of pupils aged eleven is above the national average.
92. By the age of seven, pupils confidently work with numbers to 100, know multiples of ten and count in fives and twos. Most pupils add and subtract numbers to 20 correctly. The more able pupils work confidently with numbers to 1000 and state correctly the value of a number in hundreds, tens or units columns. Less able pupils, including those with special educational needs due to learning difficulties in mathematics, work with smaller numbers and record less of their work. However, their verbal explanations demonstrate sound understanding of basic addition and subtraction facts to 20. All pupils have a satisfactory knowledge of the names of two- and three-dimensional shapes, such as pentagon, hexagon, pyramid, cuboid and prism. However, they are unsure about the numbers of sides, edges and right angles of each shape. Due to good emphasis by teachers on the use of correct mathematical vocabulary, pupils describe operations accurately using terms such as subtraction and minus.
93. By the age of eleven, pupils' above average attainment is evident in all aspects of the subject. Working with large numbers, pupils successfully carry out written calculations that require answers to two places of decimals. They place positive and negative numbers correctly in order. The standard of much of their work on shape and space is above expectations of their age, as is evident in their good knowledge of the properties of quadrilaterals and their correctness in calculating the area of irregular shapes. Due to teachers' very good emphasis on problem-solving activities, pupils use and apply their mathematical knowledge well. They enjoy the challenge of this type of activity.
94. The improved standards attained by the oldest pupils are a direct result of the very good teaching in those classes. The co-ordinator has raised the profile of the subject and the school has made the raising of standards a priority. Teachers have received recent training and the implementation of the National Numeracy Strategy has had a positive effect on standards. Pupils learn many mental strategies to help them with

their calculations and there is an emphasis throughout the school on pupils using their mathematical knowledge and understanding to solve problems. Whilst the achievement of pupils aged seven is satisfactory, that of pupils aged eleven is good in relation to their prior learning. This is because the teachers at the top end of the school have high expectations of their pupils' abilities and set work that continually challenges pupils, including those with special educational needs. Pupils with special educational needs achieve well as a result of the additional help they receive in lessons to help them understand and succeed. There is no significant difference between the achievement of boys and girls.

95. The quality of teaching throughout the school is good, with some very good features. All teachers emphasise the need for quick recall of number facts and give pupils plenty of opportunities to apply their knowledge and understanding in problem-solving situations. This results in pupils developing their mental strategies continually and having plenty of opportunities to apply their skills. In one of the best lessons, the teacher devised a game involving complex calculations to challenge all abilities as the pupils tried to reach the finishing post. This activity motivated the pupils to want to succeed and promoted their personal development as they worked co-operatively, helping each other solve the problems. The questions were carefully arranged so that all pupils received problems matching their capabilities and providing challenge for all abilities. Pupils used their knowledge of number calculations well to solve the problems, showing that they can apply their skills in different situations. In the very good lessons, work is closely matched to ability and pupils all have equal opportunities to progressively develop their knowledge and understanding, whatever their age. In these lessons teachers are well organised, set interesting tasks for the pupils and high expectations are set so that not a moment is wasted. Pupils are very clear about what they are to learn and learning is checked at the end of the lesson. In the less successful lessons, teachers do not have such secure subject knowledge and tasks do not always provide pupils in the mixed age classes with enough challenge. Pupils are often expected to work as a group, with the quicker pupils having to wait for the slower ones. This is an inefficient use of time and results in pupils' abilities not being recognised or catered for, and this has a negative impact on their learning.
96. The very good leadership of the subject has done much to raise standards in the subject. The co-ordinator has observed all teachers teaching mathematics and has, therefore, a clear overview of teaching and learning in the subject. Assessments are done regularly and trends of attainment are examined. However, there is no clear monitoring of the curriculum that is offered to the Year 5 pupils to ensure that they receive the same learning opportunities, whether they are in classes with Year 6 pupils or with Year 4. Assessment data is not used to plan future lessons taking account of pupils' learning, so work set is not always appropriate. All teachers have written their own action plans to ensure that standards rise and this has been an effective ploy to raise the teachers' awareness of what is required to ensure that all pupils achieve as they should. Class targets are set and parents are aware of these so that they can help their children at home. Homework is set regularly in the Years 5/6 classes to support the learning in lessons, but homework is not set consistently in the rest of the school. There is insufficient use of information and communication technology throughout the school to support work in mathematics. Other subjects, such as design and technology and geography, are used more successfully as opportunities for pupils' mathematical skills, such as measurement and data handling, to be applied.

SCIENCE

97. By the age of seven, pupils attain average standards overall. Good progress during Key Stage 2 enables above average standards to be attained by the age of eleven. The school has responded very positively to disappointing results in the 2000 National Curriculum tests. Very good teaching at the end of Key Stage 2 has raised standards and overcome weaknesses in curriculum planning earlier in the key stage.
98. In the 2000 National Curriculum teacher assessments at the end of Key Stage 1, pupils' attainment was in line with the national average but below the average for similar schools. The percentage reaching the higher Level 3 also matched the national average and was below the average for similar schools. These results represented a maintenance of standards since the last inspection. The 2001 assessments recently carried out by teachers show a slight improvement in standards, with more pupils reaching Level 3. The test results at the end of Key Stage 2 in 2000 showed attainment to be well below both the national average and the average for similar schools. The percentage reaching the higher Level 5 was similarly well below the national and similar schools averages. These results represented a fall in standards at the end of Key Stage 2 since the last inspection, when attainment was judged average. The 2001 test results are a significant improvement. Although national figures are not yet available for comparisons, there have been large rises in the percentages attaining both the expected Level 4 and the higher Level 5. The school's targets for these levels, based on what these pupils have achieved in the past, were exceeded by large margins.
99. The standards of pupils now at the end of Key Stage 1 are average in most aspects of the subject. Their knowledge of a range of scientific topics and their understanding and use of scientific vocabulary are satisfactory for their age. For example, they classify different materials correctly as either man-made or natural and, when investigating if light will pass through a material, they understand the terms transparent and opaque. In scientific investigations they are starting to consider likely results before they begin and realise that one of the purposes of an investigation is to test a prediction. However, their experiences of practical investigations are limited. Scrutiny of the work completed this school year shows that, in one class, four investigations have been carried out while, in the other, only two have occurred. There are similar differences in the overall amount of work carried out.
100. The work of pupils now at the end of Key Stage 2 indicates their good progress. The above average standards now being attained are an improvement on those at the time of the last inspection. Pupils have broad knowledge across a wide range of topics. They achieve good standards in investigative work and this is due, in part, to the frequent opportunities provided for them to design and carry out experiments. As a result, they have a good routine of automatically establishing a hypothesis and then incorporating their good knowledge of how to ensure that a test is fair as they set about testing the hypothesis. This is seen in such diverse investigations as a comparative test of the friction created by the soles of shoes, the effects of length of electrical wire on the brightness of a light bulb and finding out the best conditions for the growth of seeds. The use of correct terminology continues to develop well throughout Key Stage 2. By the end of a lesson on the structure and qualities of bubbles, Years 5 and 6 pupils not only had very good understanding of the topic but confidently identified the need to fill a bubble with helium in order to keep it airborne. Good quality support, clear teacher expectations and, where necessary, amendment of learning activities to take account of their different prior attainment, is enabling

pupils with special educational needs to achieve similar standards to their peers. Boys and girls also achieve similar standards.

101. An overall judgement on the quality of teaching at Key Stage 1 is based on the one Year 1 lesson that took place which, together with a scrutiny of all teachers' planning and their marking of pupils' work, indicates satisfactory levels of teaching and learning overall. However, while lesson planning is thorough, there is insufficient modification of activities for pupils of different abilities. All pupils do the same task. Those with special educational needs cope due to the good support that learning assistants provide. More able pupils are generally not challenged sufficiently. Marking is variable and in Year 2, if it is marked at all it is little more than a tick. At Key Stage 2, teaching and learning are good. Teachers have good knowledge of the subject. Lessons are organised well and, in the Year 3 and Years 5/6 classes, teachers have high expectations of pupils in terms of standards of behaviour, co-operation and the learning to be achieved. All pupils are appropriately challenged by these expectations. They receive constructive feedback through good marking that identifies areas for further improvement as well as confirming successful aspects of the work. However, these strengths are not evident in all classes. Scrutiny of pupils' work shows that progress slows down for Year 4 pupils and some in Year 5, due to pupils of different abilities all being given the same learning activity with no planning of further activities to challenge the more able. This limits the progress of the more able pupils in particular.
102. Throughout the school teachers use resources well, ensuring they are well prepared and have good potential to help pupils' learning. The regular use of charts and tables, together with recording of results in graphs is making a good contribution to the development of pupils' numeracy skills. Information and communication technology is not used sufficiently as a means of creating these records of results. Pupils' writing skills are developed well by the requirement, throughout the school, for pupils to record results of most investigations in their own words. This enables pupils to reinforce their understanding of scientific vocabulary and provides good development of handwriting and spelling skills. Presentation of work varies in standards, being dependent on the emphasis placed by individual teachers.
103. The subject is led satisfactorily by a co-ordinator who has had this responsibility for a year. His predecessor successfully amended the curriculum to incorporate new national guidelines and there is now further trialing of additional material to assist teachers in their choice of learning activities. The co-ordinator has clear and appropriate priorities that are presented in a good subject development plan. These include the development of more specific procedures for assessment than are currently used. There is insufficient monitoring and evaluation of teaching and pupils' standards at present. Although clearly stated as responsibilities in all co-ordinators' job descriptions, the science co-ordinator has not been given time to carry out these responsibilities. As a consequence, imbalances in curriculum provision have not been identified, for example, Year 5 pupils have very different learning experiences, depending on whether they are in a class with Year 4 or Year 6 pupils.

ART AND DESIGN

104. By the time they are seven and eleven, pupils, including those with special educational needs, achieve the expected levels of skill and understanding using a wide range of materials and techniques. These standards are in line with those at the previous inspection.

105. Pupils in Years 1 and 2 make satisfactory progress as they develop their skills in the use of colour, texture and shape. They make collage figures from cardboard and material, print patterns and shapes using blocks and learn the skills of making pots using plasticine and salt dough. They explore contrasting colours and a range of textiles when weaving and show skill and care in their choice of materials when making patterns. Groups of pupils in Year 1 work together to produce large pieces of work, for example a crocodile and a life-size picture of Elvis Presley. Some pupils are able to put similar colours together to create a particular effect and they use computer art programs to create beautiful symmetrical designs. They clearly explain their intentions and suggest how their work could be improved.
106. Older pupils make increasingly accurate drawings and paintings. In Year 5, pupils use sketchbooks well to study and imitate the styles of well-known designers, for example William Morris. Their work is carefully executed and is set attractively alongside the designer's original. Pupils develop satisfactory knowledge of different artists and have a good understanding of methods and styles that they can apply to their own work. In appraising each others' efforts, pupils compare the ideas and methods used, complimenting work of good quality. For example, in a Year 4 class a pupil commented about a picture of Van Gogh's 'Sunflowers', 'That looks really good'.
107. All pupils presented good quality work during the school 3D Art Week. Pupils worked on totem poles, horrible masks, mega heads, animal sculptures, clay heads, flying fish, picture frames and futuristic modelling. Skills of observational drawing are well developed in both key stages.
108. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Where it is good, the teacher has a good knowledge of the subject and skilfully adapts the activity so that all pupils can achieve work of high quality. Support staff are used effectively to facilitate the whole class working with different media. Pupils enjoy their lessons, concentrate well to develop their technique and take a pride in their work. Time is used effectively at the end of the lessons to allow pupils to review their efforts and good work is celebrated. Classes are well managed and organised. Resources are readily available and well prepared and clear guidance is given as to the safe use of equipment.
109. Art is used well in displays across the school to demonstrate to pupils the range of work and techniques undertaken. The satisfactory co-ordination of art involves monitoring of the teachers' planning but does not include sufficient opportunity for direct monitoring of the subject within the classroom.

DESIGN AND TECHNOLOGY

110. During the inspection, only two lessons took place. Taking into account all the evidence available including finished products, teachers' planning, displays, pupils' books and photographs, by the end of both key stages, pupils attain standards expected for their age. This is an improvement at Key Stage 1 since the last inspection when standards were sometimes below expectations.
111. Key Stage 1 pupils build on their experiences in the reception class, making models of houses and cars out of cardboard boxes and other pre-formed materials. They produce clear plans for what they are making and use evaluation sheets to describe what they liked or disliked about their model. At the end of Year 2, pupils apply their

design skills to plan and make a box for sweets, using cardboard and glue. Here, pupils make good use of their plans to guide them through the making process. They measure, mark and cut out a variety of shapes accurately using rulers, pencils and scissors. Less able pupils effectively use construction kits to make the final product. By the age of eleven pupils make models of electrically powered big wheels using a variety of materials. Reviews of the making process complement the models and suggest further developments and improvements.

112. The quality of teaching and learning is satisfactory at both key stages. Lessons are well prepared and resources well organised. However, there is little evidence in teachers' planning of pupils being taught the skills of using a variety of tools, for example saws, to enable them to work with a greater variety of stiff and flexible sheet materials and textiles. Although tools are in limited supply, there are sufficient for this teaching of basic skills to be a more prominent feature of pupils' learning. Teachers provide good opportunities for mathematical skills to be applied through the measuring tasks that are planned.
113. The school has a scheme of work for design and technology, and is in the process of incorporating national guidance into the planning and assessment of this subject. However, the present scheme is not fully implemented, especially in those areas requiring the skills of drilling and sawing to be practised. Resources to enable these skills to be developed are also limited, being held centrally in a cupboard and not being readily available in classrooms. The subject is led and managed satisfactorily but, although the co-ordinator monitors termly plans to ensure that the subject is in place, there is no formal procedure for assessing the quality of this subject as it is taught in the classroom. The need to ensure that all staff are confident in their ability to teach the subject effectively has been recognised by the school.

GEOGRAPHY

114. Standards of attainment have been maintained since the last inspection and remain in line with age related expectations by the age of seven and eleven. The quality of teaching is satisfactory and pupils make sound progress in the subject across the school. Teachers use the local area very effectively to support pupils' learning but resources for the subject are insufficient overall.
115. Throughout the school pupils acquire a sound knowledge and understanding of a range of places and environments and can compare different and contrasting localities within the UK and abroad. For example, Year 2 pupils can identify some similarities and differences between Yate and the Isle of Struay. They explain satisfactorily that in Yate there are more houses, shops and traffic. Year 6 pupils study and research the features of different environments such as mountainous regions and construct a line graph well to show the range of temperature in such a region. However, pupils' rate of learning in some mixed-age classes is slower than in others because not all teachers follow the school's scheme of work for geography sufficiently well. Opportunities for pupils to study a contrasting locality abroad is not studied in sufficient depth or detail in Years 4 and 5 overall, and work planned for pupils is not sufficiently challenging, particularly for the more able.
116. Across the school pupils make good progress in mapping skills. This is because teachers promote this aspect of the subject very well in the work that they cover. From an early age, pupils learn how to interpret simple maps and plans and by the age of seven they can identify and name the four countries that make up the United

Kingdom and begin to understand where the UK is in relation to the rest of the world as they identify the UK on a world map. By the age of eleven pupils are able to interpret maps at a range of scales, including an ordinance survey map well and can use them accurately to find out the straight line distances between places. Across the school pupils can use and interpret atlases and globes well and can use keys and grid references.

117. Teachers effectively use the local environment and secondary sources well to support pupils learning. For example, Year 1 pupils are helped to make good progress in understanding the human and physical features of their immediate locality. The tally in order to produce a simple bar chart showing the number of different types of shops that are at a local shopping centre also provides a good opportunity for pupils to apply their mathematical skills. Year 3 pupils look at aerial photographs of Yate taken today and in the 1970s in order to identify how land use has changed and been developed over time. Pupils are encouraged to use atlases and globes in order to inform their studies although these resources are in limited supply.
118. The quality of teaching is satisfactory. When teaching is at its best teachers use resources, including the local area, well to develop pupils' geographical skills and effectively promote fieldwork techniques. Skilful questioning, demonstration and clear explanations ensure that pupils' knowledge, understanding and thinking are suitably extended. When there are weaknesses in teaching, planned tasks are insufficiently challenging for pupils and some areas of study, such as a contrasting locality abroad, are not studied in sufficient depth and there are insufficient opportunities for older pupils to study how human activity can either improve or damage the environment and can affect the lives of people.
119. There has been satisfactory development of the subject since the last inspection. In order to ensure appropriate progression in pupils' learning a new scheme of work for the subject has been effectively devised and implemented throughout the school. However, there is still insufficient opportunity for the co-ordinator, who provides satisfactory leadership, to monitor the quality of teaching and learning in the subject across the school. Although very good use is made of the local environment to support pupils' learning, resources overall for the subject are inadequate. There are insufficient globes and photo packs, and atlases are out-of-date and need replacing.

HISTORY

120. Standards have been maintained since the last inspection and remain in line with age related expectations by the age of seven and eleven. The quality of teaching is satisfactory and overall pupils, including those with special educational needs, make satisfactory progress across both key stages. However, slower progress is made in some mixed age classes than in others because some teachers expectations are lower and planned tasks do not always sufficiently extend and challenge pupils.
121. From an early age, pupils learn to use secondary sources well in order to find out about the past. For example, Year 1 pupils look closely at photographs and videos in order to compare the lifestyle of the Victorians at the seaside with that of today. By the age of seven pupils have acquired a sound knowledge and understanding of chronology and the passing of time. For example, Year 2 pupils are able to sequence major events within a year such as their birthdays, Easter and Christmas time and when they start a new school year.

122. Across the school, pupils develop a sound knowledge and understanding of important people and events from different periods in history. For example, Year 2 pupils study the life and work of the great Victorian inventor Isambard Kingdom Brunel, in Year 3 pupils study the Romans and Year 4 pupils learn about the ancient Egyptians. Teachers make good use of visits to historical places of interest in order to support pupils' learning in the subject. For example, Year 3 pupils gain a good insight into the living conditions and lifestyle of the Romans in Britain as they look around the Roman baths, amphitheatre and soldiers' barracks at the Roman archaeological site of Isca near Newport. Year 4 pupils visit the Egyptology Department at Bristol Museum in order to gain a better understanding of Ancient Egypt. A visit from a Tudor pedlar and a historical theatre group depicting aspects of Victorian life and traditions, also greatly enhance pupils' learning in the subject.
123. Pupils gain a sound insight, knowledge and understanding of how social conditions and lifestyles have changed over time as they study different periods in British history. For example, Year 5 pupils compare both Tudor and Victorian society with today and realise that the working conditions of people in Victorian factories were very different from those found today. Year 6 pupils compare the lifestyles of rich and poor people in Victorian times and recognise well how the education of children has evolved since this period in history.
124. The quality of teaching is satisfactory. When teaching is at its best teachers use secondary sources well to enhance pupils' learning. Visitors and visits to historical places of interest are used effectively to develop and increase pupils' knowledge and understanding of different periods in the past through practical activities. For example, Year 1 pupils talk to adults from the local area to find out how Weston-Super-Mare has changed over time and skilful questioning engages pupils' interest well. When there are weaknesses in teaching, particularly in Years 4 and 5, planned written tasks do not challenge pupils sufficiently and too much reliance is placed on pupils recording their work on undemanding worksheets, which limits their responses and restricts opportunities for extended writing.
125. The co-ordination of the subject is satisfactory. However, there are insufficient opportunities for the co-ordinator to monitor the quality of teaching and learning in the subject across the school. Long-term planning in the subject ensures that all aspects of the National Curriculum Programmes of Study are covered. However, although recently reviewed, the new scheme of work for the subject lacks sufficient detail and needs further development in order to support teachers' planning in the subject. Although teachers make good use of the resources available to them, including visits to historical places of interest, resources for the subject are insufficient overall. The school has a limited range of artefacts to support learning in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. Standards have improved since the last inspection when they were below expectations at the ages of seven and eleven. They now meet the expectations for these ages. However, this attainment at the end of the key stages disguises the fact that teaching and pupils' standards are very variable across the school. Good provision for pupils in the Year 2 class and the classes of Years 5/6 pupils enables these pupils to catch up on missed learning opportunities earlier in their schooling.
127. Year 2 pupils' computer skills are generally satisfactory and pupils' knowledge of the main features of word processing and graphics programmes is sound. They use

successfully sources of information such as CD-Roms to support work in other subjects, for example, to find out facts about New Zealand in geography and about cars to support a science topic. Their speaking and writing skills are combined well by the good opportunities they have for recording their own stories. They do this confidently. By Year 6, skills, knowledge and understanding are broad as a result of stimulating teaching and the wide range of learning opportunities provided in the Years 5/6 classes. Pupils use varied hardware successfully, including computers, camcorder, digital camera and programmable floor robots. They have a satisfactory understanding of a spreadsheet and explain the function of the information and commands that they enter in order to create a formula for calculation of a given percentage. Results of scientific and mathematical investigations are successfully entered to create a variety of charts and graphs. They have a satisfactory understanding of the place and incidence of the technology in everyday life.

128. Only one period of direct teaching was observed during the inspection and this, with Years 5/6 pupils, was excellent. The quality of instruction was very high with clear explanations of the activities and their purpose, indicating good subject expertise. However, across the school, the organisation of pupils and planning of work have weaknesses and the whole picture of provision is very variable. A good range of learning opportunities is planned for the reception/Year 1 classes. Elsewhere, the evidence of teachers' planning indicates that teaching and learning are satisfactory overall. The learning to be achieved in lessons is clearly indicated in planning and a broad enough range of learning opportunities is provided. However, most teachers fail to keep samples of pupils' work and, with the one exception of the Year 2 class teacher, there is no evidence of pupils' work being assessed. Computers were idle in several classes throughout the inspection and opportunities lost were as a result of this unsatisfactory use of information and communication technology. Pupils with special educational needs have better provision, particularly when working with the special educational needs co-ordinator, with good opportunities for literacy skills to be developed systematically.
129. The headteacher acts as a temporary co-ordinator and does so satisfactorily, although his impact is lessened by the minimum amount of time that he can commit to this responsibility. He has developed a sound scheme of work identifying a well-balanced and broad curriculum. These guidelines provide a systematic progression in the skills to be learned by pupils at each stage of their learning. However, the extent to which all these developments are put into practice throughout the school is variable and there is insufficient monitoring of the quality of teaching or the effectiveness of present methods of delivering the subject. While teachers' medium-term planning suggests that the curriculum guidelines are being followed, there is insufficient evidence in the form of pupils' work, of planning being put into practice. Teacher training commences in January 2002 as part of a national initiative and the co-ordinator has well-formulated plans for future development of both resources and the curriculum.

MUSIC

130. Standards of attainment of pupils aged seven and eleven are in line with expectations, as they were at the time of the last inspection. By the age of seven, pupils identify high and low sounds, fast and slow sounds and use symbols to compose simple rhythms. They sing tunefully and enjoy making music. They are able to keep a steady beat and sing songs in a round. By the age of eleven, pupils are able to identify different styles of music and appreciate how different periods of time

affect the style of the music. They listen well and describe the different moods that music engenders.

131. The quality of teaching and learning is satisfactory overall at both key stages. Very good teaching occurred in a Year 3 recorder lesson taught by a visiting specialist. Her very good expertise, high expectations and matching of all tasks to the differing ability levels, ensured very good gains in learning by all pupils. Elsewhere there is a lack of subject expertise in some classes. For example, in one lesson the teacher did not appreciate that playing a nine-note rhythm with an eight-note one doesn't work. A lot of music time is taken up with singing, but there are missed opportunities in these sessions to ensure that pupils breathe correctly. A lack of percussion instruments results in pupils having to share instruments and wait for a turn. This means that all pupils are not always actively involved in the lesson. Pupils have good attitudes to their lessons and this has a positive impact on their learning.
132. Pupils in Years 3 and 4 have recorder lessons taken by the visiting specialist. There are opportunities for pupils to receive additional tuition from peripatetic teachers to learn to play the violin. These lessons enhance the musical experiences for the small numbers of pupils involved. The school has plans to extend these additional opportunities to include tuition for cellos and brass instruments in the near future. The headteacher is maintaining a watching brief over the subject at the moment but an enthusiastic new co-ordinator will take over the leadership from September. She has many plans for the subject and under her guidance standards and learning opportunities should improve.

PHYSICAL EDUCATION

133. Since the last inspection there has been improvement in the standards achieved by pupils and attainment now exceeds expectations at the ages of seven and eleven. There has been good development of the curriculum by the co-ordinator, teaching is good overall and there is good provision of extra-curricular activities that encourages participation in a good variety of sports.
134. Standards in games at the age of seven exceed expectations. Pupils are developing good technique when performing throwing, catching and striking actions. They throw accurately to partners and demonstrate good hand/eye co-ordination when striking or bouncing a ball. By the age of eleven, these and other games skills have progressed well and again, standards exceed expectations of the age with at least a quarter of pupils performing at well above expected levels. Although the oldest pupils have not been observed swimming, teachers' records indicate high standards, with all pupils achieving at least the requirement to swim 25 metres competently and confidently. Most perform well above this standard and are able to achieve long-distance swims and good levels of personal survival skills. The swimming standards seen in Year 3 were well above expectations with a third of the class performing a variety of strokes with well-established, efficient techniques. Year 5 pupils perform a variety of traditional folk dances enthusiastically and very competently, showing good appreciation of the rhythmic patterns, good retention of steps and dances learned and an ability to learn new material quickly. Pupils with special educational needs generally achieve similar standards to their peers.
135. The overall quality of teaching and learning is good. Lessons are planned thoroughly and teachers pay good attention to health and safety factors. Good teaching incorporates good use of selected pupils to demonstrate specific actions that

reinforce key features of what is to be learned. The pupils observing these demonstrations are encouraged to look out for particular features or evaluate what is particularly good about what they are watching. Very good games teaching, such as that seen with Year 1 pupils, incorporates a good range of learning activities that build well on earlier learning. Where games teaching is satisfactory, good opportunities for skill development are somewhat wasted by concluding lessons with inappropriate games situations, such as situations where one game of fourteen-a-side is organised rather than two games of seven-a-side which would ensure higher levels of pupil involvement. Teachers' levels of subject knowledge are generally good and, in dance and Year 1 games, very good. The organisation of swimming is excellent and pupils benefit not only from good teaching by their class teacher but similarly good instruction by parent volunteers and the pool-based instructor.

136. The co-ordinator provides very good leadership and management based on her own high level of subject expertise. This has been used to produce excellent guidelines for teaching and learning in the different areas and activity. These comprehensive plans for half-term units of work are used well by teachers. The exceptional quality of the gymnastics guidelines may be one reason why there is an imbalance at Key Stage 1 in what is being taught. Most teachers are devoting more time to gymnastics than dance and games, when the national recommendation is of equal time allocation. There are similar imbalances at Key Stage 2, although here it is because individual teachers are deciding their own time allocations. Present arrangements for subject co-ordination mean that the co-ordinator has had no time for monitoring the planning or teaching of the subject. Through informal observation she has a good awareness of pupils' standards and more able pupils are guided towards local sources of specialist coaching that will meet their advanced needs. The school provides a good range of extra-curricular activities and offers many opportunities for involvement in competitive sport at local, district and, where appropriate, county level.

RELIGIOUS EDUCATION

137. Inspected by a separate Diocesan inspection.