

INSPECTION REPORT

HANNAH MORE PRIMARY SCHOOL

New Kingsley Road, Bristol

LEA area: Bristol

Unique reference number: 109110

Acting Headteacher: Mr Robert Lane

Reporting inspector: Mr Martin Skelton
14275

Dates of inspection: 22nd – 25th May 2000

Inspection number: 197713

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Foundation
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	New Kingsley Road St. Philips Bristol BS2 0LT
Telephone number:	0117 926 4259
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. T. Churchill
Date of previous inspection:	29 th September – 3 rd October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Martin Skelton	Registered inspector	Science Information and communication technology Geography Music	Standards Teaching
Judith Telfer	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development Partnership with parents
Rosemary Kemble	Team inspector	Under Fives Mathematics Art History Religious education	How well the school cares for its pupils Leadership and management
Graham Reeves	Team inspector	English Design and technology Physical education English as an additional language Special educational needs	The curriculum and other opportunities

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hannah More Primary School has 162 four to eleven year old children on roll, of whom 87 are boys and 75 girls. The children come from a variety of ethnic backgrounds including Caribbean, African, Chinese and Indian. The children's social backgrounds are also diverse. One-half of the children are eligible for free school meals, which is considerably higher than the national average. The area served by the school has recently received major grants to re-develop and regenerate a generally deprived inner-city area. Fifty-four children are on the school's register of special educational needs for learning, medical or behavioural reasons. The proportion of children with statements of special educational needs is higher than the national average, as is the proportion of children for whom English is an additional language. Children's attainment on entry to the school at the ages of four or five is below national expectations in most areas of the curriculum including numeracy and literacy. Overall, the social and personal development of children entering the school are lower than most children of their age.

HOW GOOD THE SCHOOL IS

Hannah More is a good school which has improved considerably since the previous inspection. Children's attainment has improved in many subjects and test scores show a continuing improvement in English, mathematics and science over the past four years. Good teaching has contributed much to this improvement. All teachers at the school do their best to make sure that children have a chance to succeed. The leadership and management of the school are very good. The strengths of the school considerably outweigh its weaknesses. The school provides good value-for-money.

What the school does well

- Through good teaching, ensures that all children learn in lessons and make good progress
- Enables children to develop their personal and social skills
- Helps children to believe that improvement is possible
- Provides very effective leadership from the acting headteacher, acting deputy and staff
- Encourages high standards of behaviour from children, who then achieve them
- Maintains high expectations of children and staff
- Provides very good reports to parents about their children's learning
- Supports children with special educational needs

What could be improved

- The number of reading books should be increased so that children can read a much wider range of material
- The school should analyse the existing assessments in science to set improvement targets for individual children and classes
- Assessment and target-setting should be introduced in information technology
- The targets in the school development plan should focus on children's learning
- The governors should fully meet their statutory responsibilities by improving their annual report to parents and their policy for special educational needs

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 October 1997. Since that inspection the school has made significant improvements. Children's attainment has improved in many subjects including English, mathematics, science and information technology. The school has responded to each of the key issues of the previous report by reviewing how each subject of the National Curriculum is taught, producing schemes of work for every subject in the curriculum, changed the amounts of time allocated to different subjects and defined the role of subject coordinators and improved their contribution to the management of the school.

In addition the quality of teaching has improved, assessments of children's work in English and mathematics are analysed and targets set for individual children. Standards of punctuality have also

improved. The school is in a very good position from which to continue to improve even more over the next few years.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	E	D	A	well above average A above average B average C below average D well below average E
Mathematics	E	D	E	C	
Science	E	C	B	A	

Children's attainment on entry to the school is below national expectations. Children make good progress as they move through the school and their attainment has been rising over the past few years. Although test results show that it is still below national expectations applied to all schools they also show that it is well above that of schools similar to Hannah More. Evidence from the inspection indicates that in the classrooms a majority of children are achieving standards in line with national expectations at both Key Stages 1 and 2 in almost all subjects for which there was enough evidence to make a judgement. These standards reflect the good progress children make.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most children have positive, enthusiastic attitudes to the school.
Behaviour, in and out of classrooms	Good overall. A large number of children have behavioural difficulties but these are rarely seen in the classroom.
Personal development and relationships	Good. Many children enter the school with low self-esteem. Most children develop into well-motivated and self-reliant young people.
Attendance	Attendance is in line with national averages.

The quality of relationships in the school and the good behaviour of children in classrooms are important factors in the progress children make. They were an impressive aspect of the inspection.

TEACHING AND LEARNING

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

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

Teaching is good throughout the school. At Key Stage 1, 65 per cent of the lessons seen were judged to be good or better. At Key Stage 2, 63 per cent of lessons seen were good or better. Only one unsatisfactory lesson was seen during the whole of the inspection. Teachers have a shared desire to do their best for their children. They create good classroom atmospheres, have high expectations of the children, offer challenging questions and use praise to develop children's self-confidence and independence in learning. The teaching of the basic skills of numeracy and literacy is good. Phonics teaching is particularly good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides children with a broad curriculum which is well supported by a range of other activities. The school fully and successfully implements the literacy and numeracy strategies.
Provision for pupils with special educational needs	The school makes good provision for children with special educational needs through effective planning and good use of classroom support assistants.
Provision for pupils with English as an additional language	Good. Particularly good use is made of teachers who are employed using specific grants to help these children.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school sees children's personal, spiritual, moral and cultural development as an important part of its work.
How well the school cares for its pupils	Good. The school is concerned to provide a high level of care for its children. Staff work together as a team to ensure that this happens.

The school works hard to improve and develop its relationship with parents. Parents strongly approve of the school's high expectations and the overall effectiveness of its provision for their children. Parental response to school events is good, although few parents are able to help in school. There has been a low level of response to some initiatives of the school such as the code of Behaviour and the Home-school Agreement. The school's annual reports to parents are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The acting headteacher, acting deputy and staff provide good leadership based on a clear vision of creating a culture of possibilities for the children in the school.
How well the governors fulfil their responsibilities	Satisfactory. Overall, the governors are committed to playing an increasingly active role in the development of the school. However, they need to make sure that all of their legal responsibilities are carried out. This aspect of their work is currently unsatisfactory.
The school's evaluation of its performance	Good. The school has properly made it a priority to focus on the development of mathematics and English and evaluates its performance in these areas well. The school needs to develop ways of ensuring that the money it spends contributes to improved learning across all of the curriculum.
The strategic use of	Good. The school grounds are used well and the school has recently

resources	invested heavily in a new computer suite. Little time is wasted on matters other than teaching and learning.
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Teachers are well qualified to teach the classes for which they are responsible. The school uses its resources well. There is, however, a need for more reading books for children of all ages. The shared commitment of the teaching staff and the governing body to continually improve the school is excellent. Their determination was a highlight of the inspection. The governing body accepts the need to improve the way in which it finds out whether money, time and energy are being spent for the benefit of the children.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed • The school helps children become mature and responsible • Children make progress in their learning • Children's behaviour is good • Teaching is good in the school 	<ul style="list-style-type: none"> • The quality of homework • Activities for children outside of lessons • Closer co-operation with parents

Inspectors believe that parents are right to have such positive views of the school. Their children are in good hands at Hannah More. There is a need for more activities outside of lesson time and the school is trying to work with outside agencies in order to provide this. The school is working hard to increase its co-operation with parents. There is evidence that some parents are not willing or able to co-operate fully with the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. On entry to the school, children's attainment is below national expectations in areas of the curriculum, including numeracy and literacy.
2. Evidence from the inspection indicates that most children who are under five and currently in the reception class will achieve the desirable outcomes for learning laid down by the government for entry into full-time education.
3. In English the 1999 Key Stage 1 tests indicate that at the end of Key Stage 1 children were attaining standards in English below those expected nationally, although these standards were higher than those achieved by children at other schools similar to Hannah More. The Key Stage 2 tests indicate that children's attainment in English was also below that expected nationally but well above that for children in similar schools. Work seen during the inspection indicates that most children at both Key Stages 1 and 2 are working at levels similar to those expected nationally, although a reasonable minority work at a level below this. A few children work at levels higher than those expected nationally.
4. In mathematics the 1999 Key Stage 1 tests indicate that at the end of Key Stage 1 children were attaining standards in mathematics which were below those expected nationally. However, these standards, too, were higher than those achieved by children at other schools similar to Hannah More. The Key Stage 2 tests indicate that children's attainment in mathematics at the end of Key Stage 2 was well below that expected nationally but in line with attainment of children in similar schools. Work seen during the inspection indicates that most children at the end of both key stages are working at levels similar to those expected nationally.
5. In science, teachers' 1999 assessments of children at the end of Key Stage 1 indicated that their attainment was below national expectations. A similar assessment was made by teachers for children at the end of Key Stage 2 although national tests in 1999 showed that children in Key Stage 2 were attaining standards above those expected nationally and well above those of in similar schools to Hannah More. Evidence from the inspection indicates that at both key stages most children are working at a level in line with national expectations. This is particularly true with respect to children's knowledge of science.
6. Over the past three years, standards of children's attainment in English, mathematics and science have shown a continual improvement at Hannah More. In 1997, for example, in English 24 per cent of children at Key Stage 2 reached level four or above compared to 65 per cent in 1999. Similar figures for mathematics were 24 per cent and 52 per cent. For science, these figures were 12 per cent and 78 per cent. These figures show how a number of improvements in the school over the past few years including curriculum and lesson planning, target setting and the monitoring of teaching and learning have had a positive impact on children's learning.
7. Evidence from the inspection indicates that children's attainment in information technology towards the end of both key stages is now in line with national expectations. This represents a considerable improvement since the last inspection.
8. In other subjects, at Key Stage 1 children's attainment is in line with national expectations in art, history, geography and religious education. Insufficient evidence was available to make a judgement about children's attainment in design and

technology, music and physical education. At Key Stage 2 children's attainment is above national expectations in art and in line with those expectations in history, physical education and religious education. In geography, children's attainment at Key Stage 2 is below national expectations. There was insufficient evidence to judge attainment in design and technology or music.

9. Children make good progress in most subjects. This is equally true of children with special educational needs. Children who have emotional and behavioural difficulties also make good progress although in the occasional lesson their behaviour does affect the amount of learning they achieve.

Pupils' attitudes, values and personal development

10. Throughout the school children's attitudes, values and personal development are good. They contribute well to the progress the children make. Parents are very pleased with the way in which their children are helped to become mature and responsible adults. They state that their children like school.
11. Most children have positive, enthusiastic attitudes to school. They want to learn and to do well and they recognise that the key to success is hard work. They enter their classrooms in a purposeful manner and even the youngest children rapidly settle and prepare themselves calmly for the day's work. In most lessons, children are eager to answer questions and take pride in their knowledge. They enjoy responding to challenges. Children show genuine interest in the good work presented from other classes, both younger and older than themselves. They applaud one another's achievements.
12. Standards of behaviour are good overall and have improved since the acting headteacher established a revised Code of Behaviour. As a result of social factors, such as the high mobility level, many children have experienced insecurity and unhappiness. There is a sizeable number of children with emotional and behavioural difficulties. The children respond well to the high expectations and the clear system of rewards and sanctions consistently applied. They value the certificates and prizes available to them. Most children behave well in lessons. They listen attentively and obey instructions, leading to a calm orderly atmosphere in which they can all work. A few children, particularly in Year 5, find difficulty in complying with the teachers' expectations. These children usually respond well to the school's disciplinary strategies but at times they disrupt the learning of others.
13. Out of lessons, the children generally act responsibly, carrying out errands sensibly. They behave well in the dining room, lining up patiently and responding politely to one another and to adults. Behaviour in the playground is generally boisterous and good-natured. It has been helped by the provision of play equipment and the teaching of traditional playground games. Occasional examples of rough play fighting are swiftly and effectively handled by the adults on duty. The rare incidents of physical aggression or uncontrollable defiance at school usually result in exclusion, which often leads to an improvement in the children's behaviour.
14. Most children make good progress in their personal development. Many children enter the school with low self-esteem and poorly developed social skills. As a result of the caring and yet challenging attitudes of the adults in the school, the children's self-confidence improves and they learn to be responsible for their own learning. Most develop into well-motivated and self-reliant youngsters, with the skills and attitudes needed to take advantage of the next stage of their education and to contribute positively to society. Children exercise responsibility in several ways, such as when asked to be dinner monitors or help with classroom tasks. A few children

serve on the school council, taking pride in the improvements they have suggested, for example to the dining hall and the playground. They report enthusiastically on their achievements in the governors' annual report.

15. Relationships between the children and with the adults are generally very good. The children help one another and look after those younger than themselves, for example volunteering to cut up their food for them or caring for them if they fall over. They are sensitive to the feelings of others, as demonstrated in Year 2 circle time, when the children were suggesting ways to make someone happy. Through discussion of incidents, they are brought to an understanding of the impact of their actions on others. Children are tolerant of others and accepting of differences such as special educational needs. Racist comments are rare and children's work printed in the prospectus shows a sensitive, mature response to racism in society.
16. Most children want to come to school and attendance levels are around the national average for primary schools. Standards of punctuality have improved since the last inspection. Any late comers quickly become involved in lessons, with the unobtrusive assistance of their teachers.

HOW WELL ARE PUPILS TAUGHT?

17. The overall quality of teaching at Hannah More is good, and much of it is very good.
18. The teaching of children who are under five is good. The teacher has only been with the class for a few weeks but she has already created a rigorous, well-organised classroom in which children behave well and learn.
19. At Key Stage 1, 65 per cent of the lessons were judged to be good or better. No unsatisfactory teaching was seen in any lesson. At Key Stage 2, 63 per cent of the lessons seen were judged to be good or better. Only one unsatisfactory lesson was seen during the week of the inspection. This high quality of teaching has much to do with the continuing rise in children's attainment since the last inspection and the achievements of many of the other improvements the school has made.
20. The good teaching and effective teamwork amongst the staff also reflect well on the current leadership and management of the school. It is being achieved at a time when the school has an acting headteacher and deputy headteacher, three temporary teachers of whom two are newly qualified out of a staff of eight teachers. The school has successfully avoided any potential difficulties caused by this instability.
21. The teaching is good at both key stages for a number of reasons.
22. Lessons are planned well. Teachers' planning identifies what children are going to learn and how they will go about it. Planning is as good for children with special educational needs and for whom English is a second language as it is for all other children. A particularly good feature of the planning is the way in which classroom assistants each have their own plan of the work they will be doing with individuals or small groups of children. This helps to make sure that everyone learns and makes progress in each lesson.
23. Teachers' management of children in the classroom is very good. The children at Hannah More are very lively and a number of them are on the school's register of special educational needs for behavioural reasons. For most of the time, it is difficult to know this when visiting classrooms. Children are encouraged to have high standards of behaviour. Teachers praise children frequently and create an atmosphere in which they feel confident to do their best. Children know that a

mistake will not be criticised unless it is the result of carelessness. It is obvious to the children and others that teachers have a high regard for the children they teach and want them to do well.

24. An impressive aspect of the teaching is that good behaviour in classrooms and around the school is not seen as an end in itself. Teachers use the good behaviour to make sure children work to their best ability. They do this by setting appropriate work but also by asking challenging questions which make children think. The pace of lessons varies from time to time but it is always appropriate for the work children are doing. Fast question and answer sessions are followed by slower, more reflective times when children have a chance to think carefully about their work. Classrooms are purposeful places which reflect the fact that learning knowledge and skills is just as important as learning to behave well.
25. The teaching of basic skills is very good. Teachers have a good understanding of phonics and the other elements of literacy and numeracy teaching. Phonic skills are particularly well taught. This is shown by the fact that children use them by choice in their own reading to help them read words which are new to them.
26. Teachers' assessment of children's work in the classroom is satisfactory. They listen to what children are saying and change what they say and do to make sure that learning is as effective as possible. In most subjects, teachers' marking of children's books follows the school's marking policy which details how comments must focus on what children are supposed to be learning rather than giving general praise or criticism.
27. Teachers' plans take good account of children's special educational needs by making sure that the work they do is appropriate to their needs. Children receive particularly good support from the support staff who work with them in a number of ways including those especially funded to help children for whom English is not their main language. As a result of this work, children with special educational needs learn well and make good progress at both key stages.
28. Overall, the quality of teaching in the school has improved since the last inspection in a number of ways. These include teachers' knowledge and understanding of the National Curriculum, and particularly mathematics and science, the higher level of challenge in classrooms and teachers' weekly and daily lesson planning. Each of these was described as unsatisfactory in the previous inspection report. These improvements have made a positive impact on children's learning.

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

29. The school provides children with good curricular and other activities. It has acted on the issues raised in the last inspection by basing the early years curriculum on the desirable learning outcomes and by defining the curriculum throughout the school in policies and schemes of work. The quality of teachers' own plans is greatly improved.
30. The school meets statutory curricular requirements, including those for children with special educational needs and for the provision of religious education. It takes great pains to make sure that all children have full access to the curriculum it offers. The length of the school day is slightly shorter than the recommended time but this has no identifiable effect on the quality of children's learning. The governing body has a policy on the teaching of sex education and the teaching of drugs awareness is integrated into the curriculum.

31. The school fully implements the national literacy and numeracy strategies. It makes good provision in both these areas. Literacy and numeracy lessons are well planned and taught. They result in children making good progress and reaching levels of attainment which match those generally expected of children of similar ages and which are higher than those in most schools of similar circumstances.
32. Appropriate emphasis is also given to the other core subjects of science, information technology and religious education. The school has taken the opportunity offered by the slimming down of the National Curriculum to give less importance to other subjects so that it can concentrate on essential skills.
33. The school's staffing situation means that there are fewer regular activities outside school hours than in the past. There is, however, a very popular basketball club provided by an outside agency and the school is hoping to introduce more activities of this kind. The school does participate in local events. At the time of the inspection, for example, children were preparing to take part in a community festival.
34. There is good provision for children with special educational needs. The curriculum is well organised to meet their needs. The work done by the non-teaching support staff is particularly valuable. The general and learning support assistants work with children in class under the careful guidance of the class teachers. This means that children are properly included in all activities and have full access to the curriculum. As a result, they learn well and make good progress. The level of communication between teaching and non-teaching staff is particularly good.
35. Support provided to children who learn English as an additional language is also good. The school has two part time teachers employed to work with children from ethnic minorities generally. They work alongside children in classrooms and have good communication with class teachers. They make a significant contribution to ensuring equal opportunities. Through the careful targeting of groups of children they help to raise standards, particularly in literacy and numeracy at Key Stage 1.
36. The school makes good provision for children's personal, social and health education (PSHE). It has regarded this as a priority area for development and has been successful in improving children's behaviour, social skills and self-esteem. As well as specific lessons, PHSE cuts across the whole of school life. The school has, for example, introduced a code of behaviour which is supported by a reward system involving stars, certificates, 'treasure trove' and class rewards. It has a clear system of sanctions for misbehaviour which includes links with partner classes and the active involvement of the acting headteacher who is kept well-informed of what is happening. Following training sessions and staff meetings teachers and other staff make particular efforts to build children's confidence and self-esteem. This is noticeable in lesson times and on occasions such as the weekly 'well done' assembly in which the school community, including the caretaker, celebrates children's achievements. Other positive initiatives include a School Council and the planned introduction of a scheme for peer mediation.
37. The school makes very good provision for the children's spiritual development. Children are valued, nurtured and challenged to achieve their full potential. Children's work is attractively mounted and displayed throughout the school. Their contributions to discussions are respected, as in a session in Year 4 on the impact of advertisements when children were suggesting features that would appeal to different target audiences. Good work is celebrated weekly in whole school assemblies, teachers demonstrating the efforts of children across the ability range. Reflection and expression of feelings are promoted, for example when Year 5 children showed

drawings created in response to music or a Year 6 child with special educational needs was chosen to show his descriptive writing. Children are encouraged to think about things that are special to them and to make special art works, hidden behind doors, as in Year 3. Reception children are asked to write about what makes them happy and in circle time in Year 2 children are led to consider the happiness of others. By studying other faiths throughout the school and celebrating a range of religious festivals, children are taught to understand and respect other values and beliefs.

38. The school places a strong emphasis on the teaching of morality and the development of an awareness of the principles which distinguish right from wrong. Assemblies play a major part in this area but it also permeates throughout the life of the school. The adults in the school community provide very good role models, demonstrating respect, courtesy and consideration for others. They strive to promote equality of opportunity for all. They have high expectations of the children's behaviour. When dealing with incidents, they usually do so from a moral standpoint rather than by using threats of punishment.
39. The school makes very good provision for the children's social development. A new "You can do it" programme of personal and social education has been introduced in response to the children's perceived needs. They are involved in the agreement of class rules, giving them an understanding of citizenship. The Code of Behaviour uses a clear scale of rewards and sanctions to support the children's motivation to work hard and behave well. Appropriate group rewards, such as visits to the local sports centre, are also used to reinforce their sense of social responsibility. A course in conflict resolution led by outside professionals is being targeted at the children in Year 5 with particular behaviour difficulties, in order to improve their social skills. It arranges for members of the local church, the community policeman and senior citizens from a local residential home to be involved in the school and thereby develop the children's understanding of citizenship.
40. The school's provision for the children's cultural development is good. The diversity of their cultural heritage is valued and celebrated, for example by the choice of music used for assemblies. The children have been taught traditional playground games. Art works are displayed throughout the school, supplemented by the art loan service of the local authority. Children are encouraged to take part in the local music, drama and dance festival and to create work for display in local public buildings. A good range of visitors enriches the curriculum, for example visiting theatre groups and crafts people provide stimulus for the children's work. Visits by actors dressed as Romans bring history topics to life.
41. The school has established a good range of links with the community, which enrich the children's learning in many areas. The children take part in local music, drama and dance festivals and their art is displayed in public places, such as the Sea Life Centre. They also created an exciting array of masks for an exhibition in the local museum. They visit the nearby Exploratory, the synagogue, and the mosque and use the local pool for swimming lessons. Visitors from the local church community, the community policeman and senior citizens from a nearby residential home develop the children's awareness of citizenship. Local businesses sponsor improvements to the facilities.
42. The school participates in the local partnership with other feeder primary schools and the receiving secondary school. Children benefit from "taster" days for Year 5 children and thorough transfer procedures. A local cluster of five primary schools co-operates to enrich their provision for PE by arranging professional coaching in basketball.

43. The school has recently started working with the local teacher-training establishment by offering placements to their students.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school provides a safe and supportive environment for children. It provides good levels of care and guidance.
45. The arrangements for child protection are very good and securely in place. The acting headteacher is the named child protection officer and all staff, except the newest member, have received appropriate guidance in dealing with concerns. The governing body is scrupulous in carrying out and discussing regular health and safety audits, staff are vigilant in their day-to-day concern for the removal of risk and there are appropriate arrangements for the care of children who are injured or unwell.
46. The acting headteacher, acting deputy headteacher and all teaching and non-teaching staff know the children well and work together as a team to actively promote their welfare. They strive to create a school in which children feel respected and are enabled to give of their best.
47. The Code of Behaviour is known to all children and teachers, is accepted by them as being fair and consistent and is based on respect for the rights of others and their freedom to learn. Almost all children respond consistently with good behaviour and good working habits. The acting Headteacher has a good knowledge of what is happening throughout the school and works very effectively with children whose behaviour causes them to be temporarily removed from their class. A system of peer mediation is also in place to help to settle disputes which arise. No evidence of bullying or oppressive behaviour was seen during the inspection and parents and children are confident that, should any arise, it would be quickly and effectively dealt with. Through personal and social education, circle time and discussion groups are given good guidance about their personal development.
48. Planning of children's work is good, particularly in Literacy and Numeracy, where national guidelines are followed. Planning is also good in other areas of the curriculum and effectively involves the support staff who are given regular written guidance of the objectives, content and methods to be used in lessons. These staff are used particularly to provide in-class support of a high order for those children who have special educational needs and to monitor their progress towards the targets on their individual education plans (IEPs).
49. Good assessment strategies are in place in English, mathematics and science. In English and mathematics, end of key stage and optional yearly national test results are analysed and the results used to enable planning to more closely tailor tasks to children's specific needs. This analysis is also used to set targets for individuals and for groups and thereby helps to raise standards. Work is kept in a portfolio for each child and teachers discuss levels reached by individuals at regular key stage meetings. Progress is monitored by data tracking. Work is monitored by the Literacy and Numeracy co-ordinators and feedback given to teachers and children. The school has identified a need to extend this good practice to other areas of the curriculum. The results of science assessments are not yet sufficiently analysed to produce improvement targets for children and classes and there is no assessment of children's work in information technology. These are unsatisfactory elements of the school's assessment procedures. The school also intends to revise existing policies and schemes of work to ensure that they accord with the requirements of the revised National Curriculum. In some subjects such as history this revision has already taken

place to give greater prominence to the teaching of citizenship; in others it is planned for.

50. Teachers' plans take account of the needs of children with special educational needs who are included effectively in all lessons. Whilst some Individual Education Plans could be more explicit, there has been recent improvement with guidance and input from the acting Headteacher. These children, in common with all others, receive a broad and balanced curriculum. Good links with outside agencies, such as the schools' psychological services, social services and the behaviour support team, support the provision for children with special needs.
51. The task of monitoring and eradicating persistent lateness and unauthorised absence has been made more difficult by the withdrawal of the services of the education welfare officer with responsibility for the school. As at the time of the last inspection, attendance and late-coming are generally well-monitored. Absence is followed up routinely by phone calls and letters to the home and, where appropriate, with outside agencies.
52. Overall, the supportive ethos of the school and the good provision for their welfare and guidance contribute significantly to the progress children make and the standards they achieve in numeracy and literacy.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

63. Parents strongly approve of the school's high expectations and the overall effectiveness of its provision for their children. They recognise that the school has improved significantly in recent years. They are correctly able to identify a few areas for further improvement, such as the information they receive on their children's work and the ways in which they might be able to help.
64. The school works hard to improve its partnership with parents. The prospectus clearly encourages parents to be fully involved and supportive of their children. The governors' annual report is written in an open, friendly tone although it fails to meet a number of the statutory requirements for information for parents. Newsletters also give regular details about school activities and requests.
65. As a result of the school's drive to make sure of a prompt start to the day, most parents are discouraged from bringing their children into school. This stops them from seeing the displayed plans of the work their children will be doing. The school does not provide parents with written details of the curriculum that would help them to support their children's work at home. There are no arrangements to help a small number of parents to understand school newsletters or other printed information when they have language difficulties of their own. Interpreters are provided for meetings if needed.
66. The school provides very good information for parents on their children's progress and seeks to involve them in the processes of monitoring their targets for improvement. Termly parents' evenings are scheduled and most parents attend. Written reports are of very high quality, many including areas for development and suggestions for parental focus. Many parents make appropriate comments, showing that they intend to follow the teachers' advice.
67. The school tries to obtain parents' help in improving their children's behaviour, where necessary. Many parents are fully involved and communicate frequently on their children's performance in this respect, making a considerable contribution to their progress. However, a minority of parents of children with special educational needs

are not as fully involved or supportive as they should be, despite the school's efforts to consult and inform them. A significant minority of parents do not contact the school when their children are absent. This situation, with the consequent risk to the children's welfare, was pointed out in the last report but has not improved.

68. The school tries hard to increase the involvement of parents in its work. Whilst large numbers of parents support its events, including class assemblies and concerts, very few volunteer to help in the classrooms. The level of response to the various initiatives and consultation exercises, such as the code of behaviour and the home-school agreement, was disappointing. The school has identified this as an area for focus in its development plan and is beginning to make progress in some of the aspects it has prioritised, such as the planned funding bid for improved facilities for parents and the local community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

69. The leadership and management of the school are very good. The acting Headteacher has brought to the school a quiet supportive strength, effective day-to-day management and a clear vision. This is well-shared by the governing body and staff and creates within the school a climate where both staff and children believe that they can succeed in raising standards of attainment in their work and personal development. This self-belief, together with the good improvements in planning structures, have been major factors in the significant rise in standards of attainment at both key stages since the last inspection.
70. The school has explicit aims and values including a commitment to good relationships and equal opportunities for all, which are reflected in all its work. For example, the school expects children to respect teachers and each other and not to prevent learning from taking place. A clearly enforced code of behaviour ensures acceptance of this by all children and ensures that school life proceeds smoothly and fairly. The equal and shared commitment of teachers, children and the governing body to improvement and a belief that it can be achieved is a most impressive feature of the school's leadership.
71. Monitoring and evaluation of teaching have improved since the last inspection, particularly in numeracy and literacy. The acting deputy headteacher monitors the teaching of the numeracy strategy, whilst the acting headteacher monitors the teaching of literacy sessions and also, as their mentor, the lessons given by the newly qualified teachers. In all cases issues raised are discussed and developments and adjustments made. Planning, both at whole-school and individual-teacher levels, has shown considerable development since the last inspection. Tighter targets and objectives are set, enabling teachers to discuss improvements in their own performance as well as that of the children. The school has begun to analyse the results of the children's performance in national tests and this information is being used to target individuals and groups and raise their standards of attainment. All these improvements have helped to focus the minds of teachers and children on improving standards which have risen steadily. It has also helped to raise the quality of teaching since the last inspection.
72. The school has identified a need to set in place more rigorous monitoring of the foundation subjects and to formalise assessment in them to meet the requirements of the revised National Curriculum and to further raise standards.
73. The governing body fulfils most of its statutory duties effectively although there are some notable elements which need to be put into place quickly. The accessible and informative school prospectus lacks information on pupils' absence rates. There are

also important omissions in the governors' annual report to parents, namely, reference to the progress of the implementation of the last inspection action plan, information about school security, about the arrangements for admission of pupils with disabilities and steps taken to prevent them being treated less fairly. Information is not included about staff professional development or about the school's targets for Key Stage 2 assessment.

74. The report also lacks information on the implementation of the policy on special educational needs and any changes made to it during the last year. The school has an up-to-date special educational needs register and a policy which does not, at present, fully meet requirements, although the school has identified a need to remedy this. The special educational needs governor visits the school regularly. Since the last inspection the school has considerably improved its access for disabled pupils.
75. The governing body is very supportive of the school and, although many members are recent appointments, there is a growing understanding of their role and of the strengths and weaknesses of the school. The governors monitor the school's performance and improvements in the curriculum through presentations about curriculum developments by teaching staff and some have regular contact with staff and children through working in school with them. A recent initiative, to further strengthen the partnership between staff and governors and enhance the governors' knowledge of the curriculum, has linked individual governors with a subject of the curriculum. In some areas, such as Information (and Communication) Technology, this is working well but governors have identified a need to follow this initiative more vigorously in other curriculum areas.
76. There is a school development plan but this is not fully costed. Moreover, its targets are not consistently focused on learning which makes it difficult for the school and governing body to know whether achievement is having a real impact where it matters. This is also reflected in the use of resources, including specific grant and other funding. The Governing body takes pains to make best use of funds but decisions are not always securely linked to raising standards of attainment and progress in learning. Although the school reviews its progress towards targets set and attempts are made to informally monitor value for money, there are no formal structures for measuring that best value has been obtained from investment of time or monies in raising the standards the children attain and the progress which they make.
77. The administrative officer provides unobtrusive and effective support for governors, staff and parents. There are well-established daily routines and the school runs smoothly. The school is making sound use of relevant new technology to support the curriculum and administration.
78. The school is well-staffed with teachers who are appropriately qualified to teach the primary age range. There has been considerable fluency in recent terms in the staffing, due to illness and promotions. The school has an acting headteacher, an acting deputy headteacher and three temporary teachers, some of whom are very recently in post and two of whom are newly qualified. It is to the credit of all teaching and non-teaching staff that they have already formed a mutually supportive and effective team. There has been considerable formal staff development, mostly appropriately linked to the implementation of the literacy and numeracy strategies. There has also been good informal staff development through the sharing of expertise. Formal appraisal procedures have been in abeyance, pending the introduction of expected new initiatives by the local education authority.

79. The acting deputy headteacher has very good long-term knowledge of the school and her support for the acting headteacher and other staff is invaluable. Co-ordinators have developed their role since the last inspection, in foundation as well as core subjects and now monitor planning and support colleagues with resources and advice. This has improved the quality of planning and implementation and raised standards in many of the foundation subjects. In almost all areas of the foundation curriculum pupils were found to achieve satisfactory standards. This is an improvement since the last inspection when children were judged to meet the nationally expected standards in foundation subjects only in art and music.
80. In all areas of the curriculum and the life of the school the very effective learning support assistants enhance the provision for all children but particularly for those with special educational needs.
81. The accommodation, including the classrooms, is in good order, is spacious and attractive and lovingly cared for. The new ICT suite is well-equipped and offers much improved provision for this subject area. The central hall is aesthetically pleasing but, nonetheless, difficult to work in since its architecture and acoustics do not help the implementation of the curriculum, particularly in physical education. It also provides the only safe access to all classes and, consequently, lessons in the hall suffer frequent interruptions. The school has identified the present library provision as an area for development and has appropriately planned an increase in reference books to support the revised National Curriculum in areas such as history.
82. Outside areas, both grassed and hard surfaced, have been well developed for both the formal physical education curriculum and for informal play. However, there is at present no safe hard surface area where the under-fives may use big apparatus such as tricycles and scooters.
83. The outside of the school is enhanced by a striking and joyful mural, painted by the children with the support of a visiting artist.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

84. In order to further improve children's learning the school should:
- (1) Increase the number of reading and information books for children of all ages. (paragraphs 81 and 127)
 - (2) Analyse the current assessments of children's work in science and define improvement targets for individual children and classes. (paragraphs 49, 157)
 - (3) Introduce assessment and analysis of children's performance in information technology and the development of improvement targets in order to make sure that maximum benefit is being gained from the school's recent investment in an ICT suite. This would also help the governors know whether the school was delivering best value for money. (paragraphs 49, 76, 189)
 - (4) Make sure that the targets in the school development plan define improvements in children's learning before specifying the action needed to be taken. (paragraph 76)
85. In order to carry out the full range of their statutory responsibilities the governing body should:

- (5) include in the annual report to parents a report on the progress of the last action plan, information about school security, the admission of children with disabilities and how they will be treated fairly, staff professional development, targets at Key Stage 2 and the implementation of the school's policy for special educational needs. The governing body should also bring the special educational needs policy up-to-date and make sure that it contains all the necessary information. (paragraphs 64, 73, 74)

Other issues contained in the report concern the need to:

provide more information to parents about what their children learn (paragraphs 63, 65)

provide a separate play area for children under five (paragraphs 82 and 109)

improve standards of children's attainment and progress in geography at Key Stage 2 (paragraphs 8 and 171)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	22	39	35	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	162
Number of full-time pupils eligible for free school meals	0	80

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	1.5
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	7	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	6
	Girls	5	4	4
	Total	10	9	10
Percentage of pupils at NC level 2 or above	School	71 (54)	64 (62)	71 (54)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	5
	Girls	4	4	4
	Total	9	10	9
Percentage of pupils at NC level 2 or above	School	64 (58)	71 (62)	64 (54)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	13	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	10
	Girls	7	5	8
	Total	15	12	18
Percentage of pupils at NC level 4 or above	School	65.2 (44)	52.2 (56)	78.3 (83)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	10
	Girls	9	7	10
	Total	16	14	20
Percentage of pupils at NC level 4 or above	School	70 (39)	61 (44)	87 (56)
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	11
Black – other	51
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	2
White	88
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage	1	
Black – other	3	
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups	1	

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)	8
Number of pupils per qualified teacher	20
Average class size	23.1

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	146

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

Financial information

Financial year	1998 - 1999
	£
Total income	357 405
Total expenditure	376 134
Expenditure per pupil	2 381
Balance brought forward from previous year	64 207
Balance carried forward to next year	45 478

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	162
Number of questionnaires returned	17

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	23	6	0	0
My child is making good progress in school.	65	35	0	0	0
Behaviour in the school is good.	94	0	0	0	6
My child gets the right amount of work to do at home.	41	41	18	0	0
The teaching is good.	59	41	0	0	0
I am kept well informed about how my child is getting on.	24	53	12	11	0
I would feel comfortable about approaching the school with questions or a problem.	53	24	0	12	11
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	18	65	17	0	0
The school is well led and managed.	53	41	6	0	0
The school is helping my child become mature and responsible.	65	35	0	0	0
The school provides an interesting range of activities outside lessons.	12	35	29	6	8

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

86. Children enter Hannah More School and join the reception class in the September of the school year in which their fifth birthday falls. At the time of the inspection there were 11 children under five years of age in a class of 23.
87. Parents and children are given an opportunity to spend time in school before entry. The acting headteacher has identified a need to review induction procedures which at present are phased over a four week period and favour those children who have attended nursery or playgroup. Historically there have been good relationships with the local playgroups but at present these are not fully in action owing to the long term absence of the Key Stage 1 co-ordinator.
88. As at the time of the last inspection the attainment of children on entry was found to be generally below the levels expected nationally in social, language and numeracy skills. Assessment on entry is carried out using the local authority's baseline assessment scheme, which gives an indication of each child's strengths and weaknesses in areas of learning such as numeracy and literacy and the school makes appropriate use of its findings.
89. Children settle well into school and by the time of the inspection in the summer term, most understand and conform to the expectations and routines of school. Most children appear on course to achieve the national expectations for the desirable outcomes for learning on entering compulsory education at age five. This is an improvement since the last inspection, which found that the children under five were generally reaching standards below those expected nationally in most areas of learning.
90. There is a small group of children who have problems of speech and language or of behaviour, who find it more difficult to meet these expectations. These children are well provided for in terms of identification and support, have well-planned targets and are making good progress towards them. All children who are under five are, therefore, are making good progress in their first year at school.
91. The class at present has a temporary teacher who is working well with the support assistant. They have good knowledge of the needs of young children and of their attainment and progress. They share a rigorous, well-organised and sensitive approach, which creates a good climate for learning. Together they form an effective and well-informed team who are providing well for all the children in their care.

Personal and social development

92. All children under five are making good progress in this area. Whilst some are starting from a low base and show less maturity than others, most are well on course to attain appropriate levels in this area by age five. They appear confident and are developing independence in carrying out tasks. They are taught to care for equipment and resources and to tidy up after they have finished an activity. They are taught to be sensitive to the feelings of others and to discuss and deal with their own emotions. Although a few children are still happier to play on their own or alongside other children, almost all work well as part of the group and share toys and equipment with each other. Many are capable of sustained concentration, but the teacher is sensitive to their varied and developing attention spans and provides appropriate extension tasks. Teaching is very good in this area; high expectations and good structures

ensure that the children are given good training in their personal and social skills and thereby make good progress in learning.

93. The reception class reflects the climate of the school in that it provides a positive moral environment. Moments of reflection are built into the day and children understand that they must be kind to other people and not hurt them. The adults show respect for the children and they in turn show respect and courtesy to them and to other children. They understand the class rules and most children behave well and respond quickly to the instructions of the teacher and support assistant.

Language and literacy

94. There is a wide range of ability in speaking and listening but most children are able to express themselves clearly and confidently in class discussions and in conversation with adults and other children. They frame relevant questions of visitors such as 'Would you like to see what I've done?' and are able to discuss their work with enthusiasm, a sense of achievement and with fluency and a use of appropriate vocabulary. The teacher provides a good language model, accepting and extending the language used by those children whose speech is less mature. Teaching is good and a range of stimulating and appropriate activities is offered. The literacy hour is in place and the under-fives take part in most of its activities, enjoying stories, nursery rhymes, role play, poems and information books. Specific vocabulary is used and discussed whenever possible and so, although some children have delayed speech or problems with articulation, most have an increasingly fluent command of words, which is demonstrated when they take part in discussion and role-play.
95. The children understand how books are organised and most can 'read' pictures, retelling what is happening. They can identify simple single words from flash cards, particularly in context. A small number are already reading print in books and enjoy sharing their skills with adults and other children. Most children regularly take their books home and parental support and comment are welcomed.
96. Phonic skills are well taught, using both commercial resources and some designed by the teacher for individual children. A feature of the phonics teaching was its reinforcement through actions. Most children can identify a number of letter sounds and a number build simple words such as 'got' and 'went'.
97. Children understand that writing can be for different purposes and a few are beginning to write independently in recognisable words, whilst others use single letters and pictures to record and communicate meaning. Children were seen using the keyboard to copy words on to the computer screen from printed cards. Most of the children under five are able, some with assistance, to write their own first names and to make notices and captions copying under or over the teacher's script. They are always encouraged to work neatly and to take pride in what they have produced.

Mathematics

98. Teaching in mathematics is good and precise mathematical language is taught. Most children are on course to attain appropriate levels in mathematics by the age of five. Mathematical language and experiences are built into many activities. In the discussion of stories and pictures, for example, children are encouraged to use words such as 'bigger' and 'smaller', 'longer' and 'shorter'. Stories and books are sequenced and children are able to explain that the beginning of the story comes first and that the end comes after the middle sequence.

99. They sort by size, shape and colour and regularly take part in matching and sequencing activities. These are often taught and reinforced through well-chosen games. In a number of lessons these were used as extension activities and the children shared knowledge and equipment, discussing what they were doing.
100. Almost all children count to ten and most are able to do this independently. As a class group they were seen counting to 20 and some were able to do this on their own. A small number are able to count beyond this. Children were seen sequencing numbers and all took part. This activity was well taught, with the teacher framing questions for individuals. A minority is still experiencing difficulties in sequencing numbers but the children are encouraged and helped to the correct answers and their participation is praised.
101. The children play games with numbers, counting forward and back. These activities are well supported by displays: their work on doubling numbers uses a frieze made up of ladybirds and leaves by the children and a number (washing) line comprises garments painted by the children. Children were seen adding single digits together. Most were able to cope well with this, some with support. The activity was helped by the use of a good provision of practical apparatus such as cubes and counters.

Knowledge and understanding

102. Teaching in this area of the curriculum is good. As lessons are well planned to integrate and reinforce learning, knowledge and understanding of the world are taught through a variety of interesting activities and experiences. A local policeman is a frequent visitor and the children learn about people's jobs and occupations, particularly those who help and care for them.
103. The children learn about a variety of living things and name them. During the inspection they were seen identifying, naming and describing large animals such as giraffes and elephants. They have also studied smaller creatures such as insects and colourful displays show their observational and creative work linked with this.
104. They are beginning to understand the concept of things happening in the past and are encouraged to understand changes and their own passage through time and that of other people, creatures and artefacts. They are learning to use the vocabulary of time, 'today', 'yesterday' and 'tomorrow'. They learn that people of times past have made contributions to life today.
105. Children have opportunities to use the computer; they know it can help them and others in their work. Some are able to use the mouse with increasing dexterity and all use the keyboard, some with adult or peer help, to play simple computer games and to record simple sentences.

Creative development

106. Knowledge and understanding of the world are reinforced for the children by attractive art and design and craftwork and they are on course to attain appropriate standards in their creative development by age five. Many will exceed this through the sensitivity and value of their own vision and creativity which the school gives them. The acceptance of what each child has to offer is a key feature of the good teaching in the Hannah More reception class and forms the basis of their eager participation in creative activities. They are beginning to understand the creative process through talk about artists, musicians and writers and understand that they too can make things which show their own feelings and thoughts. They create, sometimes with help, friezes, pictures and collages which illustrate what they have learned and

demonstrate growing skills in handling paint and tools such as scissors, brushes and glue stickers. They demonstrate a confident use of colour and discuss how these hues make them feel. Work of a high standard was seen in batik, in which individual efforts had been joined to make a patchwork. They sing tunefully and with enjoyment hymns and songs in assemblies and in class sing songs which are linked to class-work topics and happenings.

107. In the role play corner and with the dolls' houses the children act out simple scenarios, alone or with their peers. Their imaginative and creative life is fostered well.

Physical development

108. The children are developing their skills sufficiently so that almost all will display appropriate attainment in this area by the time they are five years old. Teaching in this area is well planned and skills taught with care.
109. Children move confidently with increasing control and co-ordination, aware of the space in the large hall, in their classroom and other areas of the school. They respond well to their teachers' instructions. They learn to manipulate small apparatus and tools in an indoor situation. Large, out-door, hard and grassed areas are available for their use. The school has appropriate large apparatus and equipment for the under fives but there is at present no dedicated safe surfaced area where it can be used.
110. By the time they are five, most of the children in the current reception class, including those who entered with below average skills, are likely to achieve the desirable outcomes for learning. This outcome reflects the good planning, effective teaching, on-going assessment and evaluation in the Reception class.

ENGLISH

111. When children join the school in the reception class the overall levels of literacy are low. The results of end of key stage assessments in 1999 showed that by the age of seven years standards were below national expectations but above the average for similar schools. By the age of 11 years, levels were also below the national average but well above that for similar schools. Very few children actually rise above the scores expected nationally.
112. The school results in end of key stage assessments have been improving over the past few years. The evidence from the inspection is that they are continuing to rise in both key stages.
113. During the inspection most children at the end of Key Stage 1 were achieving levels similar to those expected from children of a similar age nationally in speaking and listening, reading and writing.
114. Children listen well to what their teachers and other adults say to them and show respect for what other children say. They sometimes lack confidence when speaking aloud to a large group but are able to express themselves clearly.
115. Most children enjoy reading and a high proportion of them reach the expected standard. They read fluently at an appropriate level and most add expression when reading aloud. Most children at the end of Key Stage 1 are keen to talk about what they have read and do so with good recall and with an ability to explain the main

points. They have developed a range of strategies to identify meaning and to read unfamiliar words and phonic skills, in particular, are good.

116. Children communicate meaning or retell familiar stories through writing and several are developing the use of interesting vocabulary. Many use capital letters and full stops and some use speech marks, question marks and commas. Their spelling of common words is generally accurate. Handwriting is not as well developed as the other aspects of writing. It is mostly legible but often not very neat, and few children use joined-up letters.
117. At Key Stage 2 most children achieve levels which are in line with the national expectations. A reasonable minority falls below these levels and few go beyond them.
118. Children speak clearly. They listen with interest and respond well to what is said to them. They are generally confident in small groups but less so in larger settings such as assemblies.
119. Most children are quite enthusiastic about reading. Many read with expression and talk freely about what they have read. The best readers express opinions about what they read and explain how the author achieves certain effects, giving examples from the text. Phonic word-building skills are well-developed and these help children to read unfamiliar words in their books.
120. Children write in a variety of forms including stories, poems, notes, letters, autobiography, factual accounts, and persuasive texts. In doing so they are aware that they are writing for different audiences. They often write at some length and most make appropriate use of punctuation, although some children have lapses when they forget to do so. Writing is often enhanced by the use of descriptive adjectives and of similes. Spelling is reasonably accurate and handwriting is generally satisfactory although a number of children do not write very neatly.
121. Children learn well and make good progress. Children in both key stages show interest in their work. They usually concentrate well and make the effort to improve. They pay good attention and behave well in lessons, working well together with an appropriate degree of enthusiasm. A few children are a little slow to get started on tasks but then they usually settle well. Children with special educational needs make good progress, although sometimes – where there is a high concentration of children with emotional and behavioural difficulties in the same class – their learning is affected by their poor behaviour and negative attitudes.
122. Teaching is good in both key stages. It is one of the main reasons for the progress children make, the rising levels of attainment and the generally good attitudes and behaviour.
123. The quality of teaching throughout the school is shown by the good planning with clear objectives, clear explanations, challenge, management of children's behaviour and the use of support staff. In a very good Key Stage 1 literacy hour lesson, for example, the teacher introduced a story from Russia by making good use of Russian dolls. She set challenging standards by asking searching questions about the story and managed children very well, not giving them chance to lose concentration. She showed good technical knowledge of phonics and made good links with science by developing the idea of prediction. By working closely with a learning support assistant she was able to make sure that children who needed it received good attention during individual and group activities.

124. The way the subject is taught has a positive effect on children's spiritual, moral, social and cultural development. This is particularly the case through the praise and encouragement that teachers provide, the challenging standards they set for learning and behaviour and the respect that they display and encourage.
125. The curriculum for English is firmly based on the National Literacy Strategy. The school has identified a need to review its own written policy on English so that it is clear to everyone how this strategy is implemented throughout the school. In practice, however, implementation is good and this contributes to the quality of children's learning and the progress they make. A particular strength of the curriculum is the teaching of phonic skills that make it possible for children to read unfamiliar texts. Another strength is the way that it is made accessible to all children through the close co-operation between class teachers and support staff.
126. The school keeps good records of children's attainment through a process of data tracking. This makes it possible to follow overall trends and to set challenging but realistic targets. It also means that the school can identify children who would benefit from additional support to meet their special educational needs or to boost their performance. At classroom level what teachers know about individual children is used to set specific targets for individuals and groups. This is good practice.
127. The school library is situated in the ICT suite. It is not well stocked and because of the room's other use is not easily accessible. There are other books in the hall and in classrooms but the range is quite limited. This will be a restrictive factor as the school builds on its success in improving children's reading and will stand in the way of further development.
128. The leadership of the subject is in the hands of the acting headteacher. Despite the fact that he has many other important responsibilities he provides a good sense of direction. He monitors teachers' planning and actual teaching and also keeps checks on children's learning. All this helps to maintain and improve standards.
129. There has been a notable improvement in the subject since the last inspection when there were concerns about such things as the range of writing, speaking skills and progress in Key Stage 2. All these points have been dealt with successfully.

MATHEMATICS

130. Children enter the school with below average attainment. In the 1999 tests the percentage of children reaching the nationally expected Level 2 at the end of Key Stage 1, whilst below the average nationally, was above average when compared with similar schools. At the same time the percentage of pupils reaching the higher Level 3 (21%) was in line with the national average.
131. Children's standards of attainment in national tests at the end of Key Stage 2 have shown steady improvement since the last inspection. The percentage of children reaching the nationally expected Level 4 in 1999 is still well below average when compared with all schools nationally. However, when compared with similar schools' results at Key Stage 2, standards were broadly in line. A small percentage of pupils (4 per cent) reached the higher Level 5.
132. The work seen during the inspection showed that most children were making at least satisfactory progress from this low base and that progress was often good. There is a wide range of achievement in all year groups but attainment in lessons seen at the end of both key stages indicates that a majority of children are working in

line with national expectations. Evidence gathered during the inspection confirms that there is continuing improvement in children's mathematical knowledge and skills.

133. The overall quality of mathematics teaching is good at both key stages. It was good in 80 per cent of lessons at Key Stage 1 and in nearly 70 per cent of lessons at Key Stage 2.
134. Lessons are well planned and objectives are shared with children. Very good relationships between teachers and children generally create a calm purposeful atmosphere where there are good interactions and good use of questioning and praise to develop learning. Teachers' subject knowledge is good and all have a secure understanding of the children they teach and of their developmental levels. Specific mathematical language is well-used and is explained and discussed to make sure that all children understand. Most teachers maintain a brisk pace but this is sometimes slowed, on occasions to better suit the rate of mathematical understanding of some children in the mixed ability classes. On a very few occasions poor behaviour or poor reading or language skills affect the pace of the lesson and limit what can be achieved.
135. The Numeracy strategy is securely in place and lessons begin with sound mental sessions. These are generally well-planned to reinforce what has been learned and develop concepts to be followed up. One particularly effective mental session was seen in which the teacher held the children's attention by rolling a ball to the pupil who was to answer.
136. Children are encouraged to think of themselves as mathematicians and are taught to appreciate that there are many valid methods of arriving at a correct answer. They are taught to think for themselves and to understand different strategies. In all lessons teachers create a supportive atmosphere where making a mistake and learning from it is seen as useful progress. Activities are stimulating and children are given opportunities to apply their knowledge and understanding. Work is differentiated to meet the needs of individuals and groups and there is effective support from the well-briefed learning support assistants. Children with special educational needs are well supported, encouraged to fully participate and to give of their best.
137. Class management is very good. A number of pupils have behavioural difficulties but the code of behaviour is well enforced. Most children remain focused and meet enthusiastically the challenges set for them.
138. Children respond well to the good teaching. They understand lesson routines and most move quickly and sensibly between tasks. When working individually or in small groups they sustain concentration and share equipment, resources and ideas generously and fairly.
139. Teachers plan their lessons well to ensure that children make progress in their learning and are appropriately challenged. They adjust planning and modify or extend tasks when on-going assessment through questioning or observation suggests a need.
140. There are good procedures for the assessment of children's attainment, understanding and progress. Teachers use the results of the analysis of national tests to place children in groups of similar ability and there is a good match of challenging tasks at an appropriate level. This analysis is also used to identify target groups needing more rigorous and systematic challenge or greater differentiation.

141. Children's presentation of their mathematics work is generally satisfactory. In most classes cards showing group mathematics targets remind pupils of expectations in presentation as well as current tasks. Work is conscientiously and consistently marked with evaluative comments against criteria shared with the children, specific to the task in hand. Children are also monitored for presentation, attainment and understanding by interventions in class and are given supportive and useful feedback.
142. Work in children's books indicates that mathematics is being given an appropriately high profile and allocation of time and that a good range of mathematical topics is being covered, including practical and investigative work. There is appropriate emphasis on developing flexibility of thought and computational skills. Mathematical skills such as estimation were emphasised in several lessons seen.
143. Mathematics is well co-ordinated throughout the school and there is a clear commitment to further raising standards. The co-ordinator monitors both the plans and the classroom teaching of colleagues and works closely with them to provide effective support and guidance. Resources are good and are used appropriately. The co-ordinator has identified a need for and is currently exploring stimulating and relevant software to exploit the potential of the new ICT suite in supporting mathematics.

SCIENCE

144. At the end of the 1999 school year, teachers' assessments showed that children's attainment in science at the end of Key Stage 1 was below national expectations. Teacher assessments for children at the end of Key Stage 2 showed that their attainment was also below national expectations. The results of national tests taken by children at the end of Key Stage 2, however, showed that they were attaining levels in science close to the standards expected nationally. These results also showed that children at the end of Key Stage 2 were attaining levels well above those of children in similar schools to Hannah More.
145. Evidence from children's work in classrooms, in their books and around school during the inspection indicates that children's attainment at the end of both Key Stages 1 and 2 is in line with national expectations. This is particularly true of children's knowledge about science.
146. In the work seen at Key Stage 1 children know about the properties of materials and are able to group them according to their properties such as hard, magnetic or flexible. They can recognise the needs of living things, are able to classify sounds. They know which materials are suitable for different kinds of clothing and understand the importance of a healthy diet and the function of teeth.
147. In the work seen at Key Stage 2 children are beginning to understand the concepts of balance, gravity and forces. They know that some materials are magnetic whilst others are not and are able to identify the difference between magnetic and non-magnetic metals. They know the correct terms for plant organs and are able to use keys to explain the differences between plants. Children know about the difference between solids and liquids and between those materials which are soluble and insoluble. They are able to make electrical circuits. By the end of the Key Stage children know that air resistance is a force which slows moving objects and have developed their understanding of healthy living to know about the contribution of fats, proteins and carbohydrates to healthy living.
148. Children's attainment in science investigations is also in line with national standards at the end of both Key Stage 1 and Key Stage 2, although it is still less secure than

their knowledge of science. By the end of Key Stage 1 children can, with help, carry out simple investigations. By the end of Key Stage 2 children know what a 'fair test' is and can usually apply fair testing to their own investigations. In Year 6, for example, children knew when asked to test their parachutes for the effects of air resistance that they needed to launch them from the same height and at the same speed. Not all children, however, were able to apply 'fair testing' on their own.

149. Overall, the results of recent tests and the work seen in classrooms shows an improvement from the previous inspection, particularly in science investigations, where attainment was described as unsatisfactory.
150. Good progress has been made in science over each of the past four years. In 1996, for example, only 30 per cent of children achieved Level 4 or above in the end of Key Stage 2 science tests. This compares with 78 per cent who achieved a similar result in 1999. This progress is also reflected in lessons. At Key Stage 1 children made satisfactory progress in their lessons. At Key Stage 2 they made good progress.
151. This progress is partly a result of children's attitudes to the subject. At both key stages children are positive about science. They talk with enthusiasm about the work they are doing. Science investigations provide a good opportunity for children to develop their social skills and they work well together. Children's behaviour in science lessons is good. These positive attitudes mean that they are able to take advantage of the opportunities given to them to learn.
152. The rise in children's attainment and their good progress in lessons are also a result of good teaching. At both Key Stages teachers create positive atmospheres in classrooms which encourage children to work hard. Each class in the school contains some children with potentially 'difficult' behaviour but so good was the teachers' management of the children that it was impossible to know this from visiting science lessons. Teachers were enthusiastic, too. They showed their interest in the work they were doing and communicated this interest to the children.
153. Teachers set high expectations for children and ask good questions which make them think. In the Year 6 class for example, the teacher asked children to think of the two forces which were at work on their parachutes. Another teacher asked children to think about how they might measure the speed of a car going down a ramp as well as the distance it travelled. The teacher in the Year 1 class asked questions which made sure that children replied using the correct scientific language.
154. The way in which teachers and classroom assistants work together in science has a positive impact on children's learning. Classroom assistants are provided with special planning sheets which let them know the purpose of the lesson and what particular things they can do to help. This means that little of their time is wasted and they are able to provide real help to the children with whom they are working. This applies particularly to children with special educational needs or those for whom English is not their first language.
155. No unsatisfactory teaching was seen in science lessons during this inspection and the overall quality of good teaching seen provides another example of an improvement since the last inspection, when the quality of teaching ranged from satisfactory to good.
156. The school now has a well-planned science curriculum. This is another improvement since the last inspection when the science curriculum was described as 'lacking sufficient detail' and taking up too little time. Since that inspection the school has devised a curriculum which covers both Key Stages. It is detailed enough

to allow teachers to plan on a daily and weekly basis. The curriculum sets out the key ideas children have to learn, the activities they should do in the classroom, the resources children need and ideas for assessment by teachers. The curriculum is designed to make sure that children learn all aspects of the National Curriculum for science; the work seen during the inspection shows that the science curriculum is being closely followed by teachers.

157. The school spends some time carrying out assessments of children's work. Through termly monitoring of children's work each child is given a national curriculum level. These levels are recorded and kept in teachers' record book. Although this is an improvement since the last inspection, the impact of these assessments on raising performance is currently negligible. The school does not use this work to good advantage. The levels are not analysed to form targets for individual children or so that teachers are set science targets for their classes.
158. The co-ordinator for science is very enthusiastic and has built on the good leadership which existed at the time of the last inspection. She has clear priorities for the subject, including further development of children's ability to investigate and the improvement in children's use of scientific language. She is also aware of the weakness in the school's use of science assessment information and has made improvements a further priority. Each of these priorities will further develop children's currently satisfactory attainment and show how both the co-ordinator and the school are committed to continual improvement. The co-ordinator monitors children's books each term to make sure that the curriculum is being covered and that teachers' marking is directly focussed on what children are supposed to be learning rather than just a series of general comments. Teachers' plans are monitored each half-term. Teachers receive written feedback on all aspects of the monitoring which takes place.
159. The school has appropriate resources for science and the co-ordinator is able to obtain extra resources as and when they are needed. More general library books about science would improve the information available to children. Although the co-ordinator does not currently have a budget of her own to spend on science resources this is due for change in the very near future.

ART

160. Only a small number of art lessons were seen during the inspection. Judgements are based on these, on planning, displays and sketchbooks and on discussion with staff and children.
161. Standards of attainment in art at Key Stage 1 are in line with those seen in other schools nationally. Children are making satisfactory progress in expressing their thoughts and feelings through artistic media and in using pastels, crayons, various kinds of paint and different thicknesses of brushes with increasing control and experience.
162. At Key Stage 2 standards of attainment are good; in one lesson they were very good with work of an exceptional delicacy and individual vision being achieved. At this key stage there was a confidence and sense of enjoyment in the use of materials. All children were making good progress in their understanding of the link between subject matter, choice of materials, techniques employed and finished effect. In one lesson they were learning to evaluate and refine what they had drawn and painted.
163. Teaching was satisfactory at Key Stage 1. Specific language was employed which supported literacy, tasks and objectives were clearly shared and good interventions helped to develop the children's techniques and individual ideas.

164. At Key Stage 2 teaching was good and one exemplary lesson was seen. In all lessons at this key stage there was an emphasis on individual vision. Children were encouraged to observe and to experiment with line and colour, as in an exciting lesson inspired by the work of the Japanese artist, Hokusai.
165. In the exemplary lesson seen in which the children were painting potted plants from observation, a purposeful and creative atmosphere had been achieved and there was an exceptional blend of belief in and respect for the process of each child's creation and the value of the finished product. The most frustrated artists were encouraged and enabled to believe in the merit of what they had achieved.
166. Resources are adequate and an increase in range and number is planned for. At present, whilst art supports subjects across the curriculum, the media used are limited and the potential of textiles, clay and 3D artworks is insufficiently explored. Nonetheless, this subject area is making a significant contribution to the development of children's sense of achievement and self-worth.
167. The co-ordinator is a talented artist who shares her enthusiasm, knowledge and skills with other staff and with the children. The school has an appropriate policy which stresses cross-curricular links and opportunities. The detailed scheme of work is tied to the National Curriculum programmes of study, shows progression through developmental elements and includes discussion of assessment. Whilst at present there is no formal assessment, the co-ordinator has plans as a priority to monitor for attainment and progress.

DESIGN AND TECHNOLOGY

168. In order to concentrate on the teaching of essential skills, particularly in literacy and numeracy, the school has exercised its right not to make the teaching of design and technology (DT) a priority at the moment. No DT lessons were observed during the inspection. Although the school provided curriculum documents and some examples of children's work this was not sufficient for any judgements to be made about attainment at the end of Key Stages 1 or 2. Similarly it is not possible to make judgements about teaching and learning or about children's attitudes in the subject.
169. The documentation and children's work show useful cross-curricular links between DT and, in particular, science and art. The school's scheme of work contains valuable suggestions for activities but it does not specify what children are actually expected to learn. Children have opportunities to design and make various products. They are not, however, given the chance to develop skills in a systematic way nor do they have many opportunities to evaluate and improve on their own work.

GEOGRAPHY

170. Only two geography lessons were seen during the inspection, both at Key Stage 2. Judgements have been made, where possible, on the basis of the limited evidence of these lessons, some work in children's books and some other work seen on the walls of the school.
171. Children's attainment at Key Stage 1 is in line with national expectations. They can recognise physical features of places and comment about them. They can find places on simple maps and talk about where they live. At Key Stage 2 children in Year 3 continue to attain in line with national expectations but the attainment of children in the rest of Key Stage 2 is below national expectations. However, work seen during the inspection does indicate that standards of attainment in geography

have risen since the last inspection when they were described as 'well below nationally expected levels'.

172. At the time of the last inspection there was no scheme of work for geography. This has now been put in place and provides enough information for teachers to plan their lessons. It also ensures that the National Curriculum is covered adequately. In geography at Key Stage 1, for example, children compare where they live to places in Africa and use maps, globes and simple picture books to gain information about other places. They look at the development of seaside resorts and find out where some resorts are on a map. In Key Stage 2 children look at how people use particular places and think about the differences between the jungle, rocky deserts and the seaside, thereby extending their work at Key Stage 1. They compare Bristol to other places, look at rain forests and look at how stone is obtained from quarries and what happens to it before it is used for building.
173. Too little teaching of geography was seen during the inspection to make a judgement about the whole school. In one of the two lessons seen at Key Stage 2 the teacher planned well, provided clear explanations and asked challenging questions so that the children had to think about the differences between two places and more able were sufficiently challenged. In the second lesson, the children were able to visit a stone works across the road from school to see the quarried stone being cut into building blocks for use in their local area.
174. The school has not identified geography as a priority over the past few years. The subject has not featured in the school development plan and the leadership and management of the subject have a low profile. This helps to explain why, even though standards of attainment have risen since the last inspection they are not as good as in other subjects, particularly at Key Stage 2. Resources for the subject are appropriate for the work currently undertaken in classrooms.

HISTORY

175. During the inspection four history lessons were seen, two at each key stage. Judgements, are based on these lessons, on scrutiny of work and displays and on discussion with staff and children.
176. From the time they enter school children are introduced effectively to the ideas of time and change. Throughout the key stage they examine historical sources such as books, photographs and artefacts to reinforce these ideas. Children make at least satisfactory and sometimes good progress and at the end of both key stages standards of attainment in history are in line with those found nationally. This is an improvement on standards at the time of the last inspection.
177. Teaching in history at Key Stage 1 is at least satisfactory and sometimes good. One lesson was seen in which children shared a simplified text from the diary of Samuel Pepys which related his experiences of the Great Fire of London. They were inspired by this to write their own eye-witness accounts of the Fire, which were thoughtful and vivid and drew on previous work on the period. They were heard discussing aspects of a child's life at the time of Pepys and showed both enthusiasm and a knowledge of facts. Care was taken to offer questioning, tasks and support which made the subject accessible to children with special educational needs.
178. Teaching seen at Key Stage 2 was satisfactory. There were clear objectives shared with the children and sound subject knowledge and understanding. In both lessons at this key stage children were seen examining books and artefacts to learn more about the periods to be studied, in one class the Vikings and in the other, Britain since 1948. The use of interesting resources engaged the children's interest but in both cases off-

task behaviour from a small minority affected the pace of the lesson and limited what was achieved. Across both key stages there is enthusiasm for history from both staff and children.

179. There are good links established with other areas of the curriculum such as the forceful collage produced by the Year 2 children which shows the Fire of London and the Tudor wall hangings produced as a design and technology project by the children in Year 6. Period music was also used in one class.
180. Visits, particularly local walks and visitors enhance learning; recent visitors have been a Roman soldier and a Tudor pedlar, about each of whom the children were able to talk with knowledge.
181. The enthusiastic co-ordinator plans further links through a range of historical texts to support the literacy sessions and an increase in the currently satisfactory range of available artefacts and other resources. She has produced a new policy to meet the requirements of the revised National Curriculum. Whilst this is devised to ensure progression, she is planning assessment structures to further aid planning and teaching. She has identified a need to give Humanities a discrete book to replace the topic book which at present serves all foundation subjects in most classes. The school has some history programs for the computer but at present the computer is not routinely used to support teaching and learning in history.

INFORMATION TECHNOLOGY

182. The standards of teaching and learning, the organisation of the curriculum, the quality of resources and the leadership of information technology all show significant improvements since the last inspection.
183. In the lessons seen during the inspection and in the samples of children's work kept by teachers standards of children's attainment are now in line with those expected nationally by the end of both Key Stages. By the end of Key Stage 1 children can retrieve and save work with help, communicate ideas on the computer in a number of different ways and control devices with purpose. Children at Key Stage 1 are able to change the font they use, its size and colour. They can use a spell-checker and insert simple pictures into their word-processed pages. By the end of the Key Stage children are using these skills to create a range of party invitations, to word-process some of their own descriptive writing, to produce labels for their topic work on Emperor Penguins and to write factually about toads. Children are also able to program a toy and make it move around the room in a controlled way.
184. By the end of Key Stage 2 children are able to save data, retrieve and store it. They can use a program to develop graphic ideas about the development of a simple community and are able to save pictures to disk for later inclusion into their topic writing and to use pictures as a background to their own writing. Children are able to access the internet to find out information for themselves. They can display information in a number of different ways including charts and graphs. Children used these skills to write to a friend in Sri Lanka, to make computer designed patterns, to research their class topic work on the Greeks and to write about their responses to music and painting.
185. Children respond positively to their work on information technology. They are excited by some of the possibilities available to them. (A group of Year 2, for example, actually squealed with delight when they learned how to make changes in the font they were using.) At both key stages children worked hard whether on their own or in pairs or small groups. Their behaviour in lessons was very good.
186. The quality of teaching of information technology is good at both Key Stages. Teachers' have high expectations of the children and rarely allow them to develop sloppy habits or poor thinking. 'Can anyone see a problem with this table?' and 'What else could I do to make this table better?' are typical questions which make children think for themselves. Lessons are well planned. Teachers know what they want children to learn and plan the right activities to make sure that learning takes place. Planning closely involves classroom assistants. Each assistant is provided with help which makes sure that they can support the individual or small group of children with whom they are working. Most of the lessons seen during the inspection were related to developing specific information technology skills but one or two lessons did focus on using information technology across the curriculum. The Year 5 class, for example, listened to a musical instrument, painted or drew their response to it and word-processed their explanations of what they had done. The way teachers managed their classes had much to do with the good behaviour of the children. They gave clear instructions, revised previous work and gave clear demonstrations to children of what they had to do. These strategies, combined with frequent praise and encouragement when they made errors, meant that children approached their work positively.
187. The good quality of teaching and the positive way in which children approached information technology meant that they made good progress in all of the lessons

seen. This is equally true of children with special educational needs and those for whom English is not their first language.

188. At the time of the last inspection the school had no 'scheme of work or any assessment procedures' in place. Since then the school has adopted the scheme of work recommended by the government. This ensures full coverage of the curriculum and provides a good basis on which teachers can plan their work.
189. The management and leadership of the subject are good. The co-ordinator has spent considerable time providing both formal and informal help for her colleagues and this, together with their own hard work, has done much to raise standards in the school. There is as yet no formal assessment of children's work in information technology or monitoring of the work which takes place in classrooms as the co-ordinator has no release time. This means that the school has little hard information about children's progress in the subject and cannot, therefore, set challenging targets for individual children or classes. The co-ordinator is aware of this and the introduction of monitoring and assessment is one of the targets she has rightly identified for improving the subject in the future, together with continuing to improve children's skills and increasing the use of information technology in other subjects of the curriculum.
190. Resources in the school are very good. A new ICT suite has recently been opened and children have access to individual computers or are able to work easily in pairs. The school has an appropriate range of software although it will need to extend this to make sure that information technology can be used in every subject. The school has recently acquired two digital projectors. These will come into their own as soon as the right software is available to make their use worthwhile.

MUSIC

191. No Key Stage 1 or Key Stage 2 music lessons were observed during the inspection and no other work was available against which judgements could be made. During assembly, the children sang well, with enthusiasm and tunefulness.
192. A music scheme exists in the school and children have music lessons once every two weeks. The school has some resources such as shakers, beaters, tambourines, chime bars, triangles and wood blocks to support these lessons.
193. The leadership of the subject is currently the responsibility of the acting headteacher. He does his best to encourage music throughout the school while also being responsible for English and special educational needs and the continuing leadership and management of the whole school. Currently, music is not a priority of the school.

PHYSICAL EDUCATION

194. In order to focus on the teaching of literacy and numeracy, the school has exercised its right to give only a small degree of emphasis to physical education (PE). Few PE lessons were seen during the inspection, and only one of these was in Key Stage 1. From the evidence available it is not possible to make a judgement about children's attainment at the end of Key Stage 1. The available evidence shows that children at the end of Key Stage 2 achieve standards that are in line with national expectations in the areas of the subject that are covered by the curriculum they experience. Children aged 11 perform safely and co-operate as team members. They exert themselves physically and demonstrate control over the way they move.

195. Children are generally enthusiastic about the subject but sometimes this enthusiasm leads to over-excitement with rushing around to use up energy rather than being concerned about refining their performance and developing their skills. In the best lesson seen, children took part well and enjoyed what they were doing. They followed instructions well. They were developing an understanding of the effect that exercise has on their bodies and were increasing, in particular, their understanding of the importance of warming up and cooling down. In another lesson where there was quite a lot of misbehaviour children did not really concentrate on the task and the disorder didn't allow for the improvement of their skills.
196. The one lesson seen in Key Stage 1 was taught satisfactorily. The teaching in Key Stage 2 was satisfactory overall but varied from very good to unsatisfactory. The very good lesson was very well planned with clear objectives for children's learning. The teacher had good technical knowledge about, for example, the best exercises to develop children's performance safely and used good teaching points about throwing and catching and jumping and landing. Her organisation was very good with activities arranged in four 'stations'. The unsatisfactory lesson was spoiled by children's misbehaviour and the teacher did not have sufficient strategies to deal with a particularly difficult situation.
197. The curriculum is extended by dance lessons. A very popular basketball club is provided by an outside agency.
198. Because PE is not a priority for the school, the co-ordinator has no budget, no opportunity for monitoring teaching and learning, no assessment procedures and few opportunities to take part in or arrange professional development activities. Within this context, however, she provides good leadership. She provides good support and guidance for teachers, including very detailed suggestions for activities and lessons within the structure of the curriculum.
199. The resources for PE are generally adequate apart from the hall. Although an impressive room structurally, this has poor acoustics, is very large, is unsuitable for fixed gymnastics apparatus and acts as the school's main thoroughfare. These factors had a bad effect on the quality of some of the lessons observed.

RELIGIOUS EDUCATION

200. During the inspection there were only limited opportunities to observe lessons in religious education. Judgements are based on the lessons seen, on the examination of planning, of work retained and current work, on displays and on discussions with teachers and children.
201. The work in religious education is firmly under-pinned and informed by the school's climate of respect and tolerance for the religious views of others. Customs and beliefs are discussed routinely in subject lessons and in conversation between staff and children. Good links are made between religious education and other areas of the curriculum, particularly circle time. It forms, as was found at the time of the last inspection, an important part of children's personal, social and health education. An art lesson was seen at upper Key Stage 2, developed from a religious education lesson on symbols, in which secular and religious symbolism was examined.
202. At the end of both key stages attainment in lessons seen is broadly in line with the expectations of the recently introduced locally agreed syllabus. However, standards in work examined from all classes show good progress at Key Stage 1 and satisfactory progress at Key Stage 2. This is an overall improvement from the last

inspection when attainment was judged to be below expectations and little recording was seen.

203. Children receive regular lessons in religious education but in some more time and attention are given to the subject than in others. For example, in some classes, topics in religious education lessons are used as a basis for extended writing and these illustrated accounts form the basis of class 'Big Books.' Coverage and appropriate attention are given to the study of the other major faiths of the United Kingdom and children recall major facts about, for example, Judaism, Sikhism and Hinduism. Evidence was also seen of study of the major events of the Christian year and discussion of Christian teaching. Children also study the Old Testament stories and vivid illustrations were seen. There were good links made between the story of Moses and studies about ancient Egypt.
204. Assemblies and acts of worship make contributions to the children's spiritual and moral development and support and extend the religious education curriculum. Visitors from the local church share other facets of Christian thinking with the children.
205. The children's attitudes and behaviour in religious education lessons are never less than satisfactory and are often good. In assemblies they are generally very good or excellent. Children show interest and enthusiasm, respect for the views of other people and the ability to be reverent and still and reflect on what has been discussed.
206. Teachers' planning is good for religious education and they make the subject interesting and relevant through sound links to previous learning and children's own experiences and a use of relevant resources. At present, assessment opportunities devised to accompany the agreed syllabus are not in routine use and recording of individual achievement is only found in annual reports.