

INSPECTION REPORT

**ST. TERESA'S CATHOLIC (AIDED)
PRIMARY SCHOOL**

Monks Park, Bristol

LEA area: City of Bristol

Unique reference number: 109253

Headteacher: Mr. B.A.J. Brain

Reporting inspector: C.D. Loizou
18645

Dates of inspection: 21 – 24 May 2001

Inspection number: 197760

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Luckington Road Monks Park Bristol
Postcode:	BS7 0UP
Telephone number:	0117 9030412/9030414
Fax number:	0117 9030413
E-Mail:	stteresasp@bristol.city-gov.uk
Appropriate authority:	Governing body
Name of chair of governors:	Rev. Fr. E. Campbell
Date of previous inspection:	29 September, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18645	C.D. Loizou	Registered inspector	English as an additional language Science Information and communication technology Music Physical education	How high are standards? How well are pupils taught? How well is the school led and managed?
9446	H. Griffiths	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
8867	E.R. Russell	Team inspector	Foundation stage curriculum Mathematics Art and design Design and technology	
22788	S.M. West	Team inspector	Special educational needs Equal opportunities English Geography History	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Sandfield Educational Consultants, 8, Spenbeck Drive
Allestree, Derby. DE22 2UH

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education, Alexandra House, 33 Kingsway,
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an infant and junior voluntary aided Catholic school serving the Catholic parishes of St. Teresa and St. Vincent. There are 227 pupils on roll between the ages of 4 and 11 years which is broadly average for schools of this type. The school was last inspected in 1997 and since then the size and nature of the school has not changed significantly. The percentage of pupils eligible for free school meals is approximately 21 per cent, which is above the national average. Nineteen per cent of pupils are on the school's special educational needs register, which is average, and no pupils have statements of special educational need. There are approximately two per cent of pupils who speak English as well as another home language but none are in need of additional language support in school. At any one time up to five per cent of the pupils belong to families who are travellers. Approximately twelve per cent are from minority ethnic communities. The school admits up to 30 children under five into its reception class every September and they are all full-time. The school's initial assessments of the children when they first start school show that their level of attainment on entry is in line with the standards expected of children of this age.

HOW GOOD THE SCHOOL IS

The school provides an effective education, the pupils achieve well and the teaching is good with a significant proportion that is of high quality. Standards are rising in line with national trends and the school is well placed to improve them further. The headteacher and staff have worked very hard to improve the school since the last inspection. The school does not monitor pupils' progress closely enough to ensure that all of their work is matched to their abilities. Attainment is in line with the standards expected in English and it is above average in mathematics and science. The school is well led and managed resulting in a purposeful and supportive learning environment for pupils. Parents think highly of the school. The school is providing good value for money.

What the school does well

- Standards are above average in English at Key Stage 1; science at Key Stage 2 and mathematics throughout the school.
- Reception children are achieving well and this prepares them well for the National Curriculum.
- The teaching is good. Teachers and support staff help the pupils to achieve well and the pupils respond with good behaviour and attitudes to work and school.
- The curriculum provides good opportunities for the pupils. It is practical and interesting with a good range of extra-curricular clubs and activities.
- The school provides very well for the pupils' spiritual and moral development.
- The school is well led and managed.

What could be improved

- Standards in English, particularly writing, punctuation and spelling, by the end of Key Stage 2.
- The use of information from pupils' test scores so that it helps teachers plan work which is better matched to the pupils' capabilities and builds on the work already covered.
- The monitoring and review of pupils with special educational needs.
- Attendance rates are too low.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in 1997. The headteacher, staff and governors have addressed most of the issues raised, particularly in improving the

way the curriculum is managed and planned. As a result, the pupils achieve well and standards are rising in line with national trends. The headteacher and governors have included long-term planning in the school improvement plan and this has helped to guide the headteacher and senior staff when monitoring teaching and learning closely. Governors have improved financial planning significantly and are more involved in the work of the school. As a result, there are better monitoring procedures in place, stronger leadership and management and more effective teaching. The school has not sufficiently addressed the issue related to the use that teachers make of assessment information.

STANDARDS

The 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	
	1998	1999	2000	2000	
English	C	E	D	C	well above average A above average B Average C below average D well below average E
Mathematics	A	E	C	B	
Science	B	D	B	A	

In the Reception class the children make good progress in all areas of learning and reach the early learning goals. By the time they start Year 1, the children have reached the standards expected in all of the areas of learning, and in speaking, listening, reading and creative development standards are above those expected for their age.

The standards achieved by the majority of seven-year-olds in the National Curriculum tests last year were well above average in reading and above average in mathematics. Reading standards were in the top five per cent when compared with similar schools. Writing and science standards were in line with the national average. Compared with similar schools the pupils' test results were high in reading and mathematics and in line with the expected standards in writing and science. Inspection evidence shows that standards are above those expected in English and mathematics by the time the pupils are 7 years of age. In other subjects, the infant pupils achieve well and standards are above those expected in most subjects except in science, information and communication technology and music where standards are similar to those expected for their age.

In last year's national tests at age 11 the standards achieved in mathematics were average. Science results were above average and English standards were below average because too few pupils achieved the higher Level 5. Compared with similar schools, standards in English were average, but in mathematics they were above average and well above average in science. The standards reached by 11-year-olds in last year's tests indicate that the pupils have made satisfactory progress in mathematics and in science but there is room for improvement in the standards they achieve in English. In all other subjects standards are in line with those expected at age 11, but in design and technology and physical education the junior pupils achieve higher than expected standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are attentive, keen and interested in their work.

Behaviour, in and out of classrooms	Good. The pupils respect the views of others. They usually behave well in class and at other times.
Personal development and relationships	Good overall. The pupils show initiative and are willing to help around school. Good relationships exist throughout the school.
Attendance	Unsatisfactory. Attendance rates are below the national average.

The pupils are usually attentive and well behaved in lessons and at break-times. The staff support and guide the pupils well and this is evident in the positive relationships that exist. The pupils enjoy school and respect the views of others. They respond well to good teaching but at times, and especially when the teaching is less demanding, some pupils lack concentration. The pupils show positive attitudes to school and work but attendance levels have been below average over the last three years because a number of families do not send their children to school regularly despite the efforts of the school and educational welfare officer.

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.

The teaching is good overall with a significant amount that is very good. Consequently, standards are improving; expectations are higher than they were in the last inspection; and the work being planned for the pupils uses a good range of schemes to ensure practical and relevant activities. In most of the lessons seen, the teaching was at least satisfactory and most was good or very good. Thirty-three percent of the lessons seen were of good quality and thirty-two per cent of the lessons observed were judged to be of high quality. A few lessons (7 per cent) were judged to be unsatisfactory because they were less demanding and set lower expectations for all or some pupils. A significant proportion of the teaching is very good because it is well organised and challenging. Most of the teaching is having a positive impact on pupils' learning in all subjects, except in writing where teachers demand less from the pupils when providing writing activities. There are inconsistencies in the way that writing is taught. The school does not sufficiently focus on the presentation of pupils' writing across a range of subjects and this is more common across Key Stage 2. The teaching of children under five in the Foundation Stage is usually good and is often very good. The teaching of mathematics and science is good and this has had an impact on standards achieved in these areas. Pupils with special educational needs (SEN) receive good support from learning assistants and make satisfactory progress when withdrawn from normal lessons. However, their work is not being reviewed by class teachers and the SEN coordinator or checked regularly enough, and as a result, the work planned for them is frequently undemanding or repetitive. There are satisfactory arrangements in place to test how well pupils are doing across the school but teachers are not using this information sufficiently to plan work which is better matched to the abilities of all the pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. Activities are practical and interesting. There are very good extra-curricular activities. There is no policy related to drugs awareness.

Provision for pupils with special educational needs	Satisfactory overall. Good individual support is provided but the progress that the pupils make is not being checked often enough.
Provision for pupils with English as an additional language	Satisfactory. The pupils are fully integrated and supported in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Spiritual and moral development are very good. There is good provision for the pupils' social development and satisfactory provision for pupils' cultural development.
How well the school cares for its pupils	Satisfactory overall. The pupils are well cared for. Their academic progress is being monitored but the information is not used sufficiently to aid teachers' planning.

The provision for children under five in the Reception year is good because the curriculum for the Foundation Stage is well planned. In the rest of the school the curriculum has improved since the last inspection because it provides a range of practical and relevant tasks for all pupils. There are satisfactory assessments made of the pupils' progress but the information is not helping teachers to predict the likely attainment levels that pupils will achieve in national tests. There is a very good range of extra-curricular activities which include sporting activities, music and French lessons. The school identifies and assesses pupils with special educational needs (SEN) but their work is not being monitored closely or regularly enough to have an impact on their progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide good and effective leadership. They are well supported by the staff who manage the curriculum well. There are good routines in place to help the school run efficiently. The progress of pupils with special educational needs is not being monitored closely enough.
How well the governors fulfil their responsibilities	The governors provide good support. They are hardworking and have a genuine interest in the school, fulfilling their responsibilities well.
The school's evaluation of its performance	There are good monitoring procedures in place which help the headteacher, staff and governors to evaluate the progress of the school.
The strategic use of resources	Satisfactory overall. Good use is made of the limited space available in the school and resources are well cared for and accessible.

The staff and governors are greatly influenced by the effective leadership provided by the headteacher and staff who have the determination and capability to improve the school further. The management of the school is good with good procedures in place that enables the headteacher and governors to monitor teaching and learning but more time and attention should be given to monitoring pupils' writing and the progress of pupils identified with special educational needs. The governors and staff have a clear programme for school improvement with an effective school development plan that clearly sets out the school's priorities for development. Consequently, standards are rising in line with the national trend and the school is now well placed to raise standards further. Staffing levels are good and resources are satisfactory. Governors and staff ensure that they apply the principles of best value when using school funds and resources.

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 children make good progress and are well behaved.• The teaching is good.• The school expects children to work hard.• The school works closely with parents.• The children to become mature and responsible.	<ul style="list-style-type: none">• The consistency and amount of homework provided.• The range of activities provided outside lessons.

The inspection findings support all of the parents' positive views of the school. Inspectors have judged that homework is satisfactory but agree with parents that it could be more consistent across the school. Inspectors have judged the range of extra-curricular activities provided by the school to be very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the children first start school, their overall level of attainment on entry is in line with the standards expected of children under five. The school's initial assessment of the children on entry measures their language and mathematical ability as well as their personal and social development. In the Reception class the children make good progress in all areas of learning. By the time they start Year 1, the children have reached the standards expected and in speaking, listening, reading and creative development standards are above those expected for their age.
2. The standards achieved by the majority of seven-year-olds in last year's national tests were well above average in reading, above average in mathematics and average in writing. Teachers' assessments were too cautious and do not reflect the fact that the pupils were achieving higher standards. Compared with similar schools, the pupils performed very well in reading and the results were in the top five per cent of these schools. Mathematics results were also well above average compared with similar schools and writing standards were above average. Although the pupils make the expected rate of progress in writing standards are not as high as in reading and mathematics. In Key Stage 1, too few pupils achieved the higher level (Level 3) in the writing tests. Reading standards are better because reading is given high priority and is well taught. In the work seen, standards in writing are improving in Key Stage 1. Teachers have looked at last year's tests and improved the way that writing is taught. Consequently, pupils are able to self-correct and present their writing legibly with clearly formed letters and accurate spelling.
3. Standards for 11-year-olds in last year's tests indicate that in English they were below the national average. In mathematics, standards were average but in science, standards were above average. Results over the last four years indicate that the school is achieving standards that are rising in line with national trends. English results show that too few pupils achieved the higher Level 5 and this group of pupils made unsatisfactory progress in the junior school. Reading standards are higher than writing. Compared with similar schools, English results were average, mathematics above average and science results were well above average. Writing does not feature as prominently as reading in some literacy lessons. There tends to be an over-reliance on worksheets and consequently, there is less independent and extended writing. There are many spelling and punctuation errors in pupils' writing and in some classes these are not always corrected nor is there time for pupils to self-correct their work. As a result, there are inconsistencies in the way that the pupils' work is presented and there is no common approach or policy towards marking pupils' writing in Key Stage 2. English standards in the national tests reflect these inconsistencies in writing across the key stage.
4. In the infants, inspection evidence indicates that English, mathematics and science standards are currently above those expected of 7-year-olds. Reading standards are high and the pupils are developing a good range of writing skills but more needs to be done to increase opportunities for the pupils to write extended pieces of writing independently. The pupils have a very good understanding of number facts, and utilise different strategies to help them calculate problems mentally and orally. Junior pupils make satisfactory progress in English and good progress in mathematics and science. They are achieving standards that are above average for their age in mathematics and science by the time they are 11 but the inconsistent writing standards affects their overall attainment in English which is only average for their age.

5. Standards in information and communication technology (ICT) are in line with those expected nationally by the age of 7 and 11. The pupils make satisfactory progress in ICT because the teaching is satisfactory. All strands of the ICT curriculum provide good opportunities for the pupils to use new technology across a range of subjects but the use of computers in lessons is not always sufficiently planned for. There has been some improvement since the last inspection because new resources have kept up with the demands of new technology, for example, electronic mailing and the Internet. The school now has plans to extend this further by allocating a specialist ICT room which will be timetabled for all classes. Teachers are developing and improving their knowledge of the ICT curriculum and as a result the pupils have access to computers, digital cameras, tape recorders and robotic devices which enable them to make satisfactory progress.
6. The pupils make good progress in art and design, design and technology and physical education. The pupils in Key Stage 1 make good progress in geography and history, enabling them to achieve standards above those expected for their age. In Key Stage 2, the pupils make satisfactory progress in these subjects and standards are in line with those expected for their age. The presentation of written work is inconsistent across the junior classes and this affects standards. Pupils make satisfactory progress in music because the expertise of the music coordinator is used well along with the peripatetic music teaching which provides instrumental recorder tuition for a large number of pupils. The pupils make good progress in physical education because the subject is well managed and well taught across the school.
7. Although the pupils with special educational needs (SEN) make satisfactory progress in their learning it could be better and they could achieve more if their work was monitored more closely. The school does not sufficiently track their progress or ensure that regular checks are carried out so that the work planned for SEN pupils builds on previous learning. There is insufficient liaison between class teachers, the SEN coordinator and the learning assistants. As a result, when the pupils are withdrawn for special support the work provided is often repetitive and does not always build on the progress made in previous sessions. SEN pupils are fully included in the life and work of the school and the staff ensure that the principles of educational inclusion apply by re-integrating them back into lessons after being withdrawn for special support. Pupils who speak English as an additional language are fully integrated in lessons and they make satisfactory progress.

Pupils' attitudes, values and personal development

8. Attitudes to learning are good throughout the school. Behaviour and relationships are good. Parents are very pleased with the attitudes and values promoted by the school and feel that the school helps their children to become mature and responsible.
9. The pupils have good and often very good attitudes to learning. They are well-motivated and involved in their work. They listen well to teachers and to one another. They are attentive and contribute well to discussion. They respond well to challenge and persevere with the tasks they are set. They occasionally lose concentration and talk too much when some lessons are not appropriately challenging. However, they are often excited by their learning, for example, in a Year 4 and 5 lesson on alternative light circuits, the pupils were enthralled as each group talked about its ideas.
10. The pupils' behaviour is good, in class and around the school. They are polite, open and friendly to visitors. They know how they should behave. Praise from adults is highly valued. In assemblies and when moving around the school, pupils are

courteous and thoughtful. Behaviour at the Ascension Day Mass was very good. Behaviour at playtime is good, though occasionally a few pupils are a little boisterous and this sometimes leads to staff having to remind the pupils of their responsibilities when playing in open spaces. Pupils treat resources with respect. There is no evidence of bullying. There have been two fixed-period exclusions in the last year.

11. Pupils willingly take responsibility and there are many opportunities for them to do so, mainly on an informal basis, for example, when tidying up the library or helping prepare for special assemblies. Within classes, pupils have responsibilities which they undertake seriously. Relationships within the school are good, among pupils and between pupils and adults. Teachers and other staff act as good role models of courtesy and consideration.
12. Attendance over the last three years has been consistently below the national average and unauthorised absence above national figures. This represents a decline since the last inspection. Analysis of the figures show that this is due in part to the presence on roll of a number of traveller pupils, whose attendance is poor. Approximately five per cent of the families in the school present problems and are being monitored but there has been no significant response from them to improve their attendance rates. Most of the affected families are travellers and this is identified by the local authority's educational welfare service. The school is trying to address the problem and recent trends shows some improvement but this is not good enough given the scale of the problem compared with the rising national trend in attendance rates. More needs to be done by the school with the support of the local authority to make significant improvements to attendance.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The teaching is good overall with a significant proportion that is very good. Consequently, standards are improving in line with the national trend and the work being planned for the pupils is practical and interesting. However, seven per cent of the teaching seen was unsatisfactory and this leads to the pupils making unsatisfactory progress. In ninety-three per cent of the lessons seen, the teaching was at least satisfactory and the large majority was found to be good. Sixty-five percent of the lessons seen were of good quality and thirty-two per cent were judged to be very good. One lesson was judged to be excellent. This standard of teaching is having a positive impact on pupils' learning and their achievement.
14. The teaching observed in the reception class is mainly good or very good and is never less than satisfactory. The teachers and nursery nurse have a good understanding of how young children learn and provide a good balance of structured lessons as well as self-chosen and free choice activities for the children. The staff work well as a team, ensuring that work is well planned with clearly defined areas of responsibility for each adult when focusing on individuals or groups of children. The teaching is particularly effective in improving the children's speaking, listening, reading and numeracy skills. The children make good progress in all areas of learning. They are provided with good opportunities to read and write with many children learning to spell simple words, recognising word shapes and letter sounds. Very good relationships exist with parents. The staff make good use of the outdoor infant playground but the reception children do not have regular access to a discrete area specifically for them to use with climbing apparatus or wheeled toys and so they lack opportunities for them to develop their physical skills further.
15. The teaching in the infant years is good. One in four lessons seen were of high quality. Of the rest, fifty-eighty per cent was good with seventeen per cent judged as satisfactory lessons. As a result the current Year 2 pupils are achieving high

standards in reading and are likely to achieve better results than last year in the writing tests. In the junior classes, the teaching continues to be good overall, but ranges from unsatisfactory to excellent. Fourteen per cent (three lessons) of the lessons were unsatisfactory, forty per cent were judged to be satisfactory but a significant proportion (28 per cent) was very good or excellent. Throughout the school, literacy, numeracy and science lessons are well taught with good strategies used to provide work which is closely matched to the abilities of all pupils, including those with special educational needs. However, the teaching of writing does not receive the same prominence in literacy lessons as reading. The most effective lessons are well organised and set high expectations so that pupils respond with good behaviour and well presented work. The unsatisfactory teaching seen in Key Stage 2 was mainly characterised by low expectations and unclear instructions. This led to some pupils, particularly those in the mixed age Year 2 and Year 3 class, exhibiting some unsatisfactory behaviour and attitudes to their work.

16. Just over one in four lessons were judged to be only satisfactory because expectations varied in different stages of the lessons. The most significant difference between satisfactory and good teaching throughout the school is the pace and delivery of the introductions at the beginning and the plenary sessions at the end of the lesson. In the satisfactory lessons, which were more common in junior classes, teachers sometimes labour a point or re-visit areas which are familiar to the pupils, resulting in less time for the pupils to engage in writing activities. The most effective teaching brings together three distinct parts of the lesson, from the introduction to the plenary with well thought out activities which challenge all the pupils.
17. In the more successful lessons seen, there was a good structure so that time was provided for the pupils to ask questions and explain their methods, as for example, in mathematics when calculating number problems mentally and orally. In literacy lessons, during individual and group work in the main part of the lesson, the teachers were clear about the support they were going to provide, ensuring that they could focus on particular groups of pupils. Most of the literacy lessons seen had a specific reading focus with some good writing activities planned. However, the same rigour applied to the quality of pupils' reading is not always evident when pupils are engaged in writing activities. Consequently, over time, the pupils are making less progress in writing than in reading. For example, in literacy lessons, the shared reading activity is usually followed up with further reading activities in groups but writing is given less time. Library skills are not being taught sufficiently and this affects the pupils' abilities when using reference books or when searching for information using indexes.
18. The teachers use satisfactory assessment procedures to monitor the pupils' progress. Work is usually marked up to date and in some classes the marking is of a very high standard because it makes clear what the pupils have to do to improve further. However, some of the marking is inconsistent and does not help the pupils to correct their work, nor does it provide useful pointers so that pupils can understand why they have made mistakes. In the very good lessons seen, the teachers are much more alert to the pace of pupils' learning, ensuring that there is sufficient time for the pupils to record their work and they ensure that the pupils' work is marked and that they remain on task. Satisfactory use is made of homework to extend pupils' learning but this is not consistent across the school.
19. The teaching of pupils with special educational needs (SEN) is satisfactory overall but ought to be better. Learning support assistants provide good support in lessons, and when withdrawn for special individual support, this improves the pupils' self-esteem and confidence with reading and writing. However, their progress is not being regularly checked or assessed. As a result, the work being planned for them is repetitive or does not build on the progress already made. There are

appropriate learning stages identified in the pupils' individual education plans but there is insufficient attention given to checking how far each pupil has gone towards their own targets. These are not checked often enough to ensure that the work the pupils do always builds on previous work. As a result, the work does not always extend their thinking or ensure that they make better progress.

20. The quality of teaching seen with individual SEN pupils or SEN groups was satisfactory and all the learning support assistants work hard to support the pupils allocated to them. Pupils are selected for special help by the special educational needs co-ordinator (SENCO). She bases her decisions on the results of statutory and non-statutory assessment tests taken in English at the end of each year. This helps to identify the pupils early for additional or specialised support. Support assistants are guided by her as to what work needs to be done when SEN pupils are withdrawn from regular lessons for support but there are no formal arrangements set up to plan with class teachers or evaluate how well each pupil is doing. The pupils enjoy these withdrawal sessions and they work hard because the learning assistants form very good relationships with them and this raises their self-esteem and confidence. More checks need to be made to avoid the repetition of tasks for pupils so that they make good progress.
21. Teachers plan their lessons well so that learning assistants can sit with individuals and groups of pupils to help them ask questions so that all the pupils can succeed and participate in class discussions. Effective and planned support from classroom assistants enables teachers to engage all the pupils in planned class discussions and investigative work. As a result the pupils, particularly those who have learning difficulties, gain in confidence and are able to participate in class work.

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

22. The curriculum offered to pupils in both Key Stage 1 and Key Stage 2 is broad and balanced. Following the last inspection there has been additional emphasis on music, information technology and design and technology and consequently standards in these subjects have been raised. As the standard of writing in Key Stage 2 has not progressively improved at a satisfactory rate, this has a detrimental effect on recorded work in geography and history, consequently, work tends to rely too heavily on completing printed sheets. Across the whole curriculum, but particularly in core subjects of English, mathematics and science, too frequently work is not differentiated sufficiently to take into account the full age and ability range of pupils. As a result higher attaining pupils are sometimes presented with work which does not present a challenge. This is particularly so in mixed year group classes. Secondly, pupils who have special educational needs are withdrawn for valuable extra support with reading and writing, but this sometimes necessitates them missing valuable information given to the rest of the class. Although teachers brief pupils on their return, they do not always receive sufficient detail to enable them to fully participate in the remainder of the lesson.
23. All policies and schemes of work are now in place and the school is adopting the new national guidance for the quality curriculum. The National Literacy and Numeracy Strategies are suitably in place and are beginning to have a positive effect on standards. Through the Additional Literacy Support, work is provided for selected pupils who are identified as slow learners. This is well matched to their needs and enables them to make good progress.
24. In Key Stage 1 pupils with special educational need (SEN) are mainly supported in the classroom as part of a small group and this effective in helping the pupil to participate in lessons. In Key Stage 2 pupils are withdrawn to work in small groups outside the main classes and the quality of teaching is good. Here pupils are

grouped in mixed age groups according to ability or need. Pupils with more specific problems are supported very well by specialised support staff.

25. The Code of Practice for SEN is followed and the register is kept up to date. Class teachers, with the support of the SEN coordinator, draw up individual educational plans. However, there are no formal arrangements in place to provide opportunities for learning assistants to feedback to teachers or to share the progress being made by SEN pupils. Parents are invited to attend termly reviews of their children's individual education plans to give their opinions on their child's achievements and what needs to be done next. The pupils are also consulted and all comments are recorded. However, if parents do not take up this offer to attend the review the process is rarely completed and pupils' progress is not being communicated to parents adequately although the SEN co-ordinator (SENCO) sends individual education plans to parents for their comments but the response to this is limited.
26. Provision for extra-curricular activities is very good. A breakfast club starts the day and pupils can choose a hot or cold meal. Throughout the year pupils have opportunities to participate in a wide variety of sports. Teams compete in inter-school sports, athletics and swimming in both the Catholic school sports' associations and the wider community. There are choir and recorder groups and pupils participate in concerts and services in the two local parishes. The curriculum is further enriched by visits to museums and galleries, by day and residential visits and by visitors to the school.
27. Provision for pupils' personal and social development is satisfactory. During circle time pupils learn to respect each other, to value opinions and ideas and to care for each other. Health education is suitably addressed through science programmes. In liaison with the next stage of education the school has a suitable policy and programme for sex education. However, there is no policy or programme in place to ensure that pupils are fully aware of the use and dangers of misuse of drugs.
28. The school has strong links with the community. It ensures pupils are aware of problems nearby and in the wider world and pupils raise large sums of money for local and international charities. Some pupils benefit from the expertise of Gloucestershire Cricket Club, Bristol Rovers and Bristol Rugby Club. Pupils join with choirs in local cathedrals and enjoy choral performances and the Southmead festivals. The school also benefits from links with local industries such as Rolls Royce, Ikea, West TEC and the Beehive Public House. The provision by the parishes of three mini-buses enables pupils to participate in many activities.
29. The school has very good liaison with partner institutions. Pupils from several secondary schools visit for work placements, as do trainee teachers and trainee nursery nurse students (NNEB). Teachers from secondary schools visit to meet Year 6 pupils and to discuss individual achievement and Year 7 groupings. Year 5 visit their next school for half a day and Year 6 for a full day. Consequently, the smooth transition to the next stage of education is assured
30. Overall, the school makes very good provision for pupils' spiritual and moral development. They are effectively promoted through daily assemblies, the curriculum and the Christian ethos which permeates the life of the school. In assemblies, pupils take pride in celebrating their own achievements and those of others and show pleasure when presented with certificates and small rewards. There are many examples of pupils showing awe and wonder in well planned lessons, for example, when 'Sid the snake' appears to teach phonics in Reception; as Year 2 pupils watch a fruit being cut open to reveal wet, sticky seeds; or when Year 6 pupils listen to the reminiscences of an elderly, former pupil of the school. Time is given in assemblies to think about those who are less fortunate in the world and there are quiet moments of prayer at the beginning and end of the school day.

The school, within its Christian context, is very successful in helping pupils to realise the difference between right and wrong, to develop good personal and moral values and to show respect and friendship to others. All adults provide good role models, treat pupils with courtesy and affection and strive to provide an environment in which confidence and self-esteem can flourish.

31. The pupils' social development is good. In Reception they are encouraged to become tidy, clean and independent. Throughout the school there is a willingness to perform tasks around the classroom, to take on responsibility and to conform to the rules which govern a civilised community. Pupils are polite and welcoming to visitors and are able to converse easily and naturally. The school has many contacts with the local community through sports events, concerts, school outings and fairs. There are strong links with the local churches, whose priests are closely involved with the life and welfare of the school.
32. Since the last inspection there has been an improvement in the provision made by the school for pupils' cultural development. It is now satisfactory. Music and art contribute to the pupils' awareness and understanding of other cultures and traditions. The variety of music from other lands, which is used effectively to enhance assembly, is well documented in the school hall and pupils show great interest and enthusiasm when listening to tapes or when joining in with the singing or percussion playing. There is greater breadth in the work being covered in art as pupils study the paintings of great artists or examine artefacts from Asian and African countries. Through work in religious education, history and geography pupils are beginning to gain a better insight into the richness and diversity of other religions and cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school is a caring community, which lives up to its mission statement to create a safe and happy environment for its pupils. The local authority guidelines on child protection have been adopted and appropriate training completed. Teachers know their pupils well and are very alert to their needs. There are very good links with outside agencies. Health and safety practices are good, although a number of concerns to do with the exterior of the school have been communicated to the governors. Arrangements for dealing with the pupils' medical conditions are good and there is a good number of staff with first aid qualifications. There is no medical room but good care is taken of pupils who become ill during the day.
34. The level of supervision at lunchtime is satisfactory. The role of supervisors is well developed and they have received training in behaviour management and positive play. There is a good supply of play equipment. There is no separate area for children under-five but the staff use the infant playground. The level and quality of supervision before and after school is very good, especially for those pupils who arrive early on minibuses. The breakfast club has proved a great success. The care of those pupils who have to wait after school for their buses is very good, with very good variety of games and play equipment available.
35. The Bilbo awards scheme, which promotes good work, courtesy and good behaviour, has been very successful. Rewards for full attendance are to be introduced. The management of pupils' behaviour in class is good. The occasional instance of poor behaviour is handled well through the red report form procedures. The school has effective measures to eliminate bullying.
36. The school has satisfactory procedures in place for the assessment of pupils' work and progress. Prior to pupils entering the Reception class, there is a home visit by one of the Foundation Stage teachers to check and agree with parents the stage of their child's development and to discuss any special educational needs which might

require consideration. This baseline assessment is continued in the first few weeks of the children's time in the school. All pupils have a reading record book, which is filled in by all adults who hear them read. There are regular spelling and multiplication tables tests throughout the school. Each term, a week is set aside for staff to test pupils in certain aspects of English, mathematics and science. Results of all tests, including the end of key stage standard assessment tests, are carefully recorded on the school's database. There is insufficient use being made of the collected data to predict more accurately the level of attainment of which all pupils are capable, and to plan work that more closely matches their needs. This is especially so in the case of some higher attaining pupils and also some of the children with special educational needs. The school is aware of the need to analyse test results with more rigour in order that the targets set for pupils are accurate and offer sufficient challenge.

37. Although the support assistants keep general records of the work that the special educational needs (SEN) pupils have covered, there are no detailed assessments to clearly identify the progress of individual pupils; of what they have achieved or of what they need to do next. Although 'tracking sheets' are filled in by class teachers each term and then passed to the SENCO, these are inconsistent in detail. They are often brief and in only one year group was there enough detail to ascertain progress. Consequently, for most SEN pupils, assessment is not rigorous and their progress is not clearly defined. The headteacher, staff and governors are generally unaware of this. When, during the inspection period the results of the same cohort of pupils were checked for statutory assessment tests in English for Year 2 and Year 6, some pupils with special educational need were found to have made unsatisfactory progress.
38. Procedures for monitoring pupils' personal development are satisfactory, through classroom records and reports. Teachers know their pupils well and are concerned for their welfare. Home visits to new pupils by teachers are much appreciated by parents and help pupils to settle in quickly. There are few formal opportunities for pupils to take responsibility, although Year 6 pupils help in Reception with paired reading and older pupils act as servers and readers at services. There is no formal "buddy" system. There is no Personal Social and Health Education programme and there is no policy on drugs awareness.
39. Procedures for monitoring and improving lateness and absence are at present unsatisfactory. Registers are not monitored on a systematic basis, except by the Educational Welfare Officer. Registers are correctly filled in, but totals are not recorded. This makes it difficult to identify any attendance problems early. The school has taken some steps to address the issue of pupil absence, through telephone calls and letters but the same families are not responding adequately to help raise the overall level of attendance in the school. A significant proportion of poor attendance is caused by families who are travellers. The school, with the support of the local authority, has not done enough to address the issue which was raised in the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents at the pre-inspection meeting and in response to the questionnaire were strongly supportive of the school and all that it does for their children. They were very pleased with the teaching and with the quality of pastoral care. Some parents feel that the amount of homework is not enough and others believe that there is too much. A significant number feel that there should be more extra-curricular activities, especially for younger pupils. The findings of the inspection show that homework is given in appropriate quantity. The number and range of extra-curricular activities are very good and those for younger pupils appropriate. The quality of the before and after-school care is very good.

41. The school has effective links with parents. The quality of information provided is good. The prospectus is attractively presented and easy to use. The governors' annual report is clearly presented. Both documents comply with statutory requirements. Good information is provided each term on the curriculum for each year group to allow parents to help their children with their learning. The headteacher regularly sends letters to keep parents informed of events. Annual reports are rather brief. They contain no opportunity for parents or pupils to comment and they do not set targets. Home-school agreements have been signed by nearly all parents. There is a good range of consultation and curriculum meetings. Reading record books are well used as a form of dialogue between home and school. Communication between the school and parents of pupils with special educational needs is unsatisfactory. If parents do not attend review meetings, the review does not take place and there is no follow-up. Parents generally feel that teachers are very accessible and willing to listen to their concerns.
42. A good number of parents help regularly in the school. They are well used and their efforts are appreciated. The Friends of St.Teresa's Association (FOSTA) is very active and runs a good number of social and fund-raising events. It raises good sums each year to buy equipment to enhance pupils' learning. Most parents attend school concerts, performances and services.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The headteacher provides good and effective leadership. Since the last inspection, he has ensured that new appointments and closer monitoring of teaching and learning have improved the teaching, focused on raising standards, and ensured that the professional development of all the staff is given high priority. The headteacher is very active in managing the school. He is always in touch with pupils, parents and staff and this regular contact is successful in ensuring that the school is well run and organised. This is an inclusive school where every pupil is valued and can succeed. The headteacher and staff ensure that there are positive and supportive relationships with pupils and parents. The senior staff monitor and manage curriculum subjects and each part of the school, supporting the headteacher by feeding back during senior management meetings areas for improvement and development. Each term, a week is set aside to test pupils and then to record how well they do but this information is not being sufficiently used to inform teachers' planning. Although teachers have a broad picture of how well each class is doing, there is insufficient detail or systematic procedures in place which can help teachers to make regular and accurate assessments of how likely each pupils is going to achieve a National Curriculum level by the end of each year and each key stage. This has led to some inaccurate teacher assessments by the end of Key Stage 2 and some cautious assessment in science by the end of Key Stage 1 where some pupils ought to have been assessed at the higher level (Level 3). Subject leaders draw up action plans and have good plans in place to monitor and support staff in their respective subjects and areas of responsibility. Resources are well managed and the co-ordinators check teachers' planning to ensure that there is appropriate work being done.
44. The governors are knowledgeable and experienced and very committed to the needs of the school and its pupils. They are involved in the work of the school and are often seen in school. As a voluntary aided Catholic school serving two parishes, the priests, who are also governors, are often seen helping on special occasions and religious festivals. Governors monitor the curriculum through the curriculum committee along with the headteacher and subject leaders, providing them with a clear insight into the work being done and the progress the pupils are making. Each governor is linked to a curriculum area and belongs to a committee which helps

them to focus on different aspects of the management of the school, including the curriculum and finance. These procedures enable the governors to make formal and informal visits to the school, providing them with an insight to its work and the standards achieved by the pupils. This helps them to be better informed when making decisions about appointments and spending and, as a result, governors are helping the school to improve further. The headteacher and governors have participated in the school's recent performance management review undertaken by an independent assessor. Arrangements for the induction of new staff are satisfactory and newly qualified teachers, when appointed, are allocated a teacher mentor.

45. The special educational needs co-ordinator (SENCO) is new to the post and some non-contact time is allocated to her for administration and monitoring. The SENCO has worked hard to try to ensure correct procedures are in place. She has had some training in special educational needs and regularly attends 'cluster group' meetings to keep up to date with initiatives. Monitoring procedures are not effective and this is not helping to improve the progress that SEN pupils make over time. Informal and regular contact is maintained with class teachers to ensure that SEN pupils are checked and reviewed. This is helpful to learning support staff who are timetabled to provide additional support. Individual education plans are checked by the SENCO but at present these checks are not regular enough to help provide more up to date plans for individual pupils so their progress can be monitored more closely. This affects the way that special educational needs is planned, monitored and supported.
46. The school has satisfactory accommodation but is short of storage space. Outside play areas are sufficient to support physical education for infant and junior pupils but there is no designated outdoor area which is readily accessible to reception children. There are good outside play areas including hard areas and extensive grassed games and environmental areas. The school makes good use of its large field for games and extra-curricular sports and activities. Classrooms are clean and comfortable, offering a bright stimulating environment that greatly aids teaching and learning. There is a good sized hall, and a satisfactory level of resources including computers which are well deployed around the school offering good access to staff and pupils. The governors have good plans to provide an information and communication technology (ICT) room to raise standards in basic ICT skills further.
47. Staffing levels in the school are good. The school has an experienced, hard-working and dedicated teaching staff. The school employs a good number of learning support assistants, who are well trained and are effective in supporting the teachers and pupils in their care. The number of administrative, caretaking and cleaning staff are appropriate to the needs of the school and provide very effectively for the smooth running of the school. The school is very well maintained, clean and safe.
48. Financial planning is good and specific grants are used well. The governors are prudent in their budgeting, and the short-term financial planning is sound. The school development and strategic management plans are well set out, showing clear priorities for further improvement. The recommendations of the last local authority audit have been acted upon. The school budget is managed well and financial control and administration procedures are very well managed by the secretary. The local authority supports the school by providing financial statements and good use is made of information technology to support the smooth running of the school. The governors are aware of best value principles and make good use of regional purchasing organisations. The recent financial tendering which led to the funding for ICT, using a private technology company, is a good example of this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education further, the governing body, headteacher and staff should:

* **Raise attainment in English further by:**

- improving the range of extended writing in Key Stage 2;
 - improving the presentation of recorded work in all subjects across the school;
 - improving pupils' handwriting, spelling and punctuation.
- (Paragraphs: 2-4; 15; 17; 22; 57-59; 88)

* **Ensure that better use is made of assessment information to:**

- help teachers plan work which is better matched to the pupils' abilities and builds on what has been previously learned;
 - help teachers make more accurate predictions about the National Curriculum levels the pupils are likely to achieve in tests. This includes the expectations and targets for special educational needs pupils and higher attaining pupils;
 - improve the way that teachers mark pupils' work so that marking helps the pupils to improve further;
- (Paragraphs: 18; 36; 43; 60; 89)

* **Improve the progress made by special educational needs pupils by:**

- ensuring that there are regular checks to ensure that they all make good progress;
 - using assessments to help teachers and learning assistants provide work which builds on what the pupils already know and can do.
- (Paragraphs: 7; 19-20; 25; 37; 45)

* **Improve attendance rates further by ensuring that there are more rigorous procedures in place to monitor lateness and absence.**

(Paragraphs: 12; 39)

OTHER LESS SERIOUS AREAS FOR DEVELOPMENT WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- * **The school should consider providing a safe and secure outdoor play area specifically for children in the reception class so that they have regular access to climbing apparatus and wheeled toys.**

(Paragraph: 14)

- * **Make clear to parents the school's policy on drugs awareness in the school's health education policy.**

(Paragraph:

27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	30	33	28	7	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	227
Number of full-time pupils known to be eligible for free school meals	47

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	65

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence	%
School data	7.3
National comparative data	5.2

Unauthorised absence	%
School data	1.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	17	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	16
	Girls	16	16	16
	Total	32	31	32
Percentage of pupils at NC level 2 or above	School	91 (94)	89 (88)	91 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	16
	Girls	17	17	16
	Total	34	34	32
Percentage of pupils at NC level 2 or above	School	97 (88)	97 (88)	91 (94)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	13	12	14
	Total	24	23	26
Percentage of pupils at NC level 4 or above	School	80 (47)	77 (44)	87 (74)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	9
	Girls	10	10	11
	Total	18	18	20
Percentage of pupils at NC level 4 or above	School	60 (46)	60 (56)	67 (56)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	1
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	166
Any other minority ethnic group	25

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.1
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	113

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	437,695
Total expenditure	426,157
Expenditure per pupil	1,829
Balance brought forward from previous year	20,361
Balance carried forward to next year	31,899

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	227
Number of questionnaires returned	122

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	45	6	1	0
My child is making good progress in school.	58	37	5	0	0
Behaviour in the school is good.	40	54	5	0	1
My child gets the right amount of work to do at home.	28	48	21	1	2
The teaching is good.	57	39	3	0	1
I am kept well informed about how my child is getting on.	55	39	5	1	0
I would feel comfortable about approaching the school with questions or a problem.	63	31	3	1	2
The school expects my child to work hard and achieve his or her best.	65	34	0	0	1
The school works closely with parents.	50	43	5	0	2
The school is well led and managed.	50	43	6	0	1
The school is helping my child become mature and responsible.	55	39	2	2	2
The school provides an interesting range of activities outside lessons.	22	43	19	8	8

Other issues raised by parents

Parents are very pleased with the school and choose to send their children because they believe that the school cares for their children very well. Some parents believe that extra-curricular activities are mainly provided for older junior aged pupils and would like the school to provide some activities for younger pupils.

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

49. Children are admitted to the reception class at the start of the year in which they reach five years of age. At the time of the inspection six pupils under the age of five were being taught in this class. The results of initial baseline tests, which begin with home visits by the teachers prior to the children entering school, indicate that, while there is a wide range of pre-school experience within the class, attainment overall is in line with the standards expected of children this age. Inspection findings indicate that pupils make good progress, most have already exceeded the early learning goals and are now embarked on the early stages of the compulsory curriculum in all areas of learning. The Reception class has a very favourable staffing ratio with two full time teachers and a nursery nurse. These teachers work very well as a team, plan work which is both appropriate and stimulating and closely monitor all aspects of the academic and personal development of every child. Teaching is good overall with some very good lessons. The teachers and support staff work closely and ensure that all the children are involved in whole class and group activities. The teaching also ensures that there is a rich balance of directed and supported activities as well as free-choice times when the children can choose from a range of interesting and practical tasks. This is a good improvement since the previous inspection.

Personal, social and emotional development

50. The children make good progress in their personal and social development. Good relationships are established between the children, their families and the staff. Daily routines and rules form the basis for developing children's understanding of the organisation of the school and the wider community. The registration period provides solid practice in number work as the children work out how many dinners need to be ordered and how many want packed lunch. To take the register back to the school office is a very special duty and staff ensure that all pupils are given the opportunity to perform this task in turn. There is a secure and caring atmosphere where the contributions of all the children are valued. The teachers use praise and encouragement and this contributes to the growth of the children's confidence and self-esteem. Children quickly learn to listen to instructions or to the views of others. They develop positive attitudes to learning, show pleasure in their work and seek to please their teachers and their peers. When they make mistakes they are encouraged to understand that they may not always get things right first time and that they should persevere. Expectations of behaviour are high and staff are careful to apply the rules consistently, firmly and with kindness. The children's response to these expectations is excellent. They are able to walk in a safe and orderly fashion around the school, to line up for dinnertime, to sit quietly during school assemblies and to work in harmony during group activities.

Communication, language and literacy

51. The children make good progress in this area of learning. During 'news time' when children are gathered together on the carpet drinking their milk, they listen carefully to well directed questions from the teacher, are eager to respond and take turns in telling their interesting bits of news. There is a very clear emphasis in teachers' daily planning on developing spoken language and every opportunity is taken to encourage the children to listen and speak, both in a formal discussion setting and as they work in groups or in their imaginative play. Early reading skills are developed through the sharing of books and stories. As the children read 'Eenie, meenie, minie mouse' they are asked to listen for the rhyming words and are able to predict what might come next or to suggest alternative rhyming words. They use

pictures to tell the story in their own words. Work on letter sounds is imaginatively taught with the help of 'Sid the Snake', whose mistakes are quickly recognised and cause great merriment. The classroom is equipped with an area where children are able to listen quietly to taped stories and there is an adequate supply of reading books available for use at all times. Books are taken home at the end of each day to share with their families and careful reading records are kept. Good progress is made in the early skills of writing. All the children are able to make marks and draw pictures whilst some are already able to recognise and write the letters of the alphabet and are beginning to construct simple sentences. The teaching is very good and well organised.

Mathematical development

52. The children are making good progress in the mathematical area of learning. Through rhymes, songs, stories and games they gain confidence in using numbers in everyday situations. They use a variety of apparatus to count to ten and are able to recognise numbers to ten and beyond. A group working with the nursery nurse demonstrate the ability to count backwards from ten and are beginning to use this skill to take numbers away from each other. Children from the same group enjoy being asked to compose a 'sum' on the board for the rest to solve. There are briskly paced, mental arithmetic sessions which provide enjoyment and stimulus. Teachers are careful to use correct mathematical vocabulary at all times and, as a result, the children have a sound understanding of terms such as 'taking away', 'adding on', 'counting on', 'counting back'. Children are taught to recognise and name simple shapes and are able to classify objects by colour, shape and size. The teaching is well planned and it enables the pupils to use resources with good practical activities to help the improve their knowledge of mathematics.

Knowledge and understanding

53. Progress in children's knowledge and understanding of the world is good. Much of the early work is based on helping them to make a good start in the school. They learn to find their way around the school, know where various rooms are located, where to go for their lunch and where assemblies take place. The school grounds are a rich resource for learning and provide space for them to have their own small garden in which to grow flowers and vegetables. In science they are able to describe what happens when soap liquid is added to water and what effect this has upon the clothes they are washing. Some are able to make reasonable suggestions as to why bubbles are formed and what might be inside a bubble. The two computers located in the classroom are well used to practise basic keyboard skills and to provide programs which will enhance their learning. The teaching is good.

Creative development

54. The quality of teaching in this area of learning is good and there are many opportunities for pupils to experiment with colour, texture and shape. There is a good display of self-portraits in the main hall which shows a lively use of colour and a visit to Bickley Woods produced carefully observed drawings of leaves, bark and trees. The children are encouraged to listen carefully to music and in their music lesson demonstrate the ability to copy a simple rhythm by clapping. Children enjoy joining in with action rhymes and songs. There are opportunities for imaginative play, although during the inspection the 'dressing up clothes' finished up in the washing tub!

Physical development

55. The children make good progress in the development of physical skills. They handle pencils, scissors and tools competently and, during play, move with

increasing confidence and control. In their gymnastics lesson, the children were able to undress themselves and move in a quiet, orderly line to the hall where they immediately showed a good awareness of space as they began work. They could move safely, at speed, around the room and were aware of the need to respect the space of other children. Ideas flowed as the children worked on different ways of travelling around the floor and they showed great confidence when asked to demonstrate good ideas or skilful movements. Although there is access from the classroom to an outside space, there are too few wheeled toys on which to practice their skills and there is no climbing frame for informal play. The outdoor area is not specifically designated for Reception children and there are steps up to the playground which are adequately supervised to ensure that the children play safely. The teaching is satisfactory in this area of learning and it makes good use of the limited space and resources specifically available to children in the Reception class. The lack of a designated outdoor area restricts the children's physical development.

ENGLISH

56. The results of the national tests for 7-year-olds in 2000 show that standards in English were above the national average in reading and close to the national average in writing. Compared to similar schools the school's performance in reading was very high. It was well above the average in writing. Work seen during the inspection confirms that standards in reading are still high and there are indications that the standards in writing have risen slightly. At Key Stage 2 the results of tests for 2000 indicated that the standards were below the average compared to all schools. Although these 11-year-old pupils achieved standards in line with those of similar schools, they did not make enough progress in relation to the standards achieved four years ago, when they were seven. Work seen during the inspection indicates that standards for four fifths of the cohort are average, however over one fifth of the cohort are pupils with special educational need and they have made very limited progress since they were seven. This will have a detrimental effect on the tests results for 2001. Standards have not improved sufficiently in English since the last inspection and this is unsatisfactory.
57. Throughout the school pupils' speaking and listening skills are good. They listen well and only lose concentration when the pace of lessons slows. At the end of Key Stage 1 pupils are required to give thoughtful answers to challenging questions and to use varied and descriptive language. However this is not consistently so in Key Stage 2. Pupils are not always required to follow a train of thought, make spontaneous suggestions or shape their answers with a wider vocabulary.
58. All pupils enjoy reading and benefit greatly from the home/school reading scheme which is used consistently throughout the school. Learning support assistants work effectively with pupils to develop reading skills. In Key Stage 1, the pupils are avid readers. They enjoy a wide variety of stories and in both Year 1 and Year 2 many read to a high standard. They appreciate the humour in their stories and are able to say which parts they enjoy most and what they think might happen next. This was exemplified by a pupil in Year 2 who retold the story of 'The Hare and Tortoise' with such indignation about Hare and delight for Tortoise. Pupils understand the terms 'contents' and 'index' and know how to use them. In Year 2, during their literacy lessons, the pupils read together from 'The Wiggly Squiggles' and they eagerly identified phrases which rhymed and took note of punctuation to add expression to reading. However, at the end of the key stage, although standards are high and pupils understand terms such as author and illustrator, they are not as familiar with as wide a range of authors as is usually found at this age. In Key Stage 2, in every year group, the higher attaining pupils exceed the reading standards expected for their age. Many other pupils, although they enjoy reading and make every effort to read fluently and expressively, do not have a sufficient knowledge of how to break down or predict the meaning of the text to help them read unknown words.

Consequently, understanding is sometimes lost. This is particularly so with lower attaining pupils. Higher attaining pupils read with understanding. They can explain nuances of language and hidden meanings and discuss the choice of vocabulary. However, they too have difficulty in recalling a sufficiently wide range of authors. The quality and quantity of reading books in the fiction library now provided for pupils has greatly influenced the raised standards in reading and although there are limited modern authors, there are a wide variety of classical stories for pupils to choose from. Texts presented for guided reading sessions are interesting and challenging. Throughout the school library skills are not consistently and progressively taught, consequently at the end of Key Stage 2, pupils are not confident in using a reference library to research information. Furthermore the quantity and quality of books in school is barely sufficient. The school makes very good use of a local library lending scheme to supplement this.

59. By the end of Key Stage 1 many pupils are aware of the importance of punctuation to influence their story writing and the quality of their work is improved. They know how to include commas instead of 'and' when writing a list, and when to include speech marks. They recognise questions and particularly enjoy exclamation marks, for example 'Run! bellowed the creatures together.' They use their word banks as a matter of routine and produce colourful phrases. For example: 'one scorching morning', 'Grandpa had a spectacular view when he climbed the lofty mountain' and 'the crisp cold mountain top was like an ice cube'. They concentrate hard and read their work back to the class with enthusiasm and expression. Many pupils have good beginnings and endings to their stories and write in logical sequence. Spellings are learned and practised regularly and attention is paid to handwriting and presentation of work. These skills are not consistently applied through Key Stage 2. Although pupils do a great deal of work on a variety of grammatical concepts these are not practised sufficiently to consolidate them. Consequently pupils do not automatically include them in written work. Moreover work is often dependent on worksheets. Although these have structure they lack the challenging tasks higher attaining pupils need to improve their work and as a result, by the end of the key stage, although pupils' writing is correctly structured with logical sequence and paragraphs, for many pupils there is limited use of expected punctuation such as commas, question marks and exclamation marks and none use extended punctuation such as colons and semi-colons. Many pupils are careless with spelling. Language is mundane and does not reveal an adventurous vocabulary nor is there consistent use of syntax such as simile, metaphor or personification to flavour their work. Throughout the school pupils have limited opportunities to write their own poetry. Work seen on display and in exercise books lacked the wide variety of form or richness of vocabulary usually found in poetry by pupils of this age. Pupils who are withdrawn for additional literacy work and those with special educational needs, are very well supported by learning assistants. However, although work is planned progressively, it is not sufficiently monitored or assessed to clearly inform teachers exactly what pupils have achieved or what they need to do next. Moreover, pupils are not sufficiently encouraged to take pride in the presentation of their work. Throughout the key stage handwriting is frequently irregular in formation and style and in some instances in the use of upper and lower case letters. Scrutiny of pupils' books indicates that handwriting is not practised carefully, consistently or with sufficient frequency for many pupils to acquire a fluent legible style by the time they reach the end of Key Stage 2
60. The teaching is satisfactory with some good and very good features in some classes. The most effective lessons make good use of discussion to evoke thoughtful responses from the pupils, for example, when discussing characters in stories or extracting facts from non-fiction books. Some of the teaching, particularly in the mixed Year 2 and 3 class, is unchallenging and repetitive. This leads to restlessness and a lack of progress, especially in the main part of the lessons when the pupils are engaged in writing activities. Throughout the school pupils' work is

marked regularly, however, teachers do not consistently include development points which would help pupils improve their work. All pupils have literacy targets which are reviewed regularly. There is some use of information and communication technology to present pupils' work, however this is not used consistently. Pupils who speak English as an additional language make satisfactory progress and are fully integrated in class discussions.

61. The co-ordinator works hard to support teachers. Planning is monitored and verbal feedback is given. The focus of the monitoring is changed regularly so that all aspects of lessons are reviewed. Policies and schemes of work have been updated and teachers now have a consistent format in which they plan their work. They are encouraged to meet to discuss samples of pupils' work and these are moderated using the National Curriculum levels. However, teachers' assessment skills are not consistently secure and, particularly in Key Stage 2, there are discrepancies between teacher assessments and tests results. Although progress is monitored through each year group it is not yet effectively monitored across key stages or from Year 2 to Year 6. The co-ordinator has a suitable action plan which identifies a more detailed analysis of test results to inform teachers' planning.

MATHEMATICS

62. The results of the national assessment tests taken at the end of Key Stage 1 in 2000, indicate that attainment in mathematics was above the national average and, compared with similar schools the results are well above average. Pupils make good progress by the end of Key Stage 1. By the end of Key Stage 2, pupils are achieving standards which are in line with the national average and, compared with schools in a similar context, are above average. Inspection evidence confirms that standards of attainment at the end of the current Key Stage 1 and Key Stage 2 are above average. In relation to standards achieved at age 7, the pupils at the end of Key Stage 2 made satisfactory progress. The progress of pupils with special educational needs is satisfactory.
63. Pupils in Key Stage 1 make good progress in their knowledge and understanding of number facts. Younger pupils can add and subtract numbers to 10, count forwards and backwards to 10 and beyond and perform simple addition and subtraction mentally. By the end of the key stage, pupils have a good grasp of the four number operations and are able to use them to solve simple problems. Year 2 pupils demonstrate the ability to work mentally with number bonds to 100 and are able to explain the methods they use to find an answer quickly. Pupils have an appropriate understanding of the properties of plane shapes and simple measures, including telling the time. There are too few opportunities for pupils to carry out data handling activities with the presentation of data on graphs, charts and simple matrices. This aspect of their work, and the opportunity for problem solving, is underdeveloped.
64. In Key Stage 2 most pupils continue to make good progress. They broaden their knowledge of arithmetic to cover more complex multiplication and division using tables, which are well learnt, to ensure faster mental arithmetic sessions. There is a strong emphasis in all classes on the need to develop strategies for solving problems and pupils are often asked to explain how they have arrived at an answer. This is clearly demonstrated in Year 6 as the class works with real life problems to do with money, best value and tax. Data handling is taken further as pupils in Year 5 study a tally chart and try to work out the mode and range of the information it contains. Pupils are very familiar with the language of fractions, and both Years 4 and 6 were observed converting between percentage, improper and decimal fractions. Work on space and shape is taken further by Year 3 and 4 as they identify lines of symmetry in plane shapes.

65. Only one unsatisfactory lesson was observed at the beginning of Key Stage 2 and this was mainly as a result of low expectations and poor class control. The quality of teaching in the rest of the school is good overall with some very good teaching seen in Years 4, 5 and 6. This accounts for the improving standards of the majority of pupils. Teachers have a common approach to discipline. The pupils are expected to behave well and to settle quickly to work. Praise and encouragement are well used. Through skilful and extensive use of open-ended questions, teachers check, challenge and extend pupils' thinking and understanding. Teachers have a good understanding of the subject and plan work carefully to suit the needs of most pupils. In the unsatisfactory lesson seen, the teaching did not ensure that the pupils remained on task, resulting in some unsatisfactory behaviour. Overall, there needs to be more rigorous analysis of the end of key stage tests at age 7 in order to predict future targets more accurately for all pupils and especially the higher attaining pupils, and to ensure that work is planned at the right level to help them achieve their targets.
66. The co-ordinator for mathematics plays an active part in developing the subject throughout the school. She has very good subject knowledge and leads by example. She monitors teachers' planning and supports colleagues by leading courses and giving advice as required. Resources to support the requirements of the curriculum are satisfactory and supplemented, when necessary, by loans from the local education authority.

SCIENCE

67. Standards in science are above those expected by the end of Key Stage 2. Results in last year's National Curriculum tests show that attainment at the end of Key Stage 2 was above the national average. Compared with similar schools, attainment in science was well above average. The teacher assessments of pupils at the end of Key Stage 1 showed that nearly nine out of ten pupils attained the expected target of Level 2 but very few achieved the higher standard (Level 3). This is more a reflection of some cautious teacher assessments rather than the true capabilities of the pupils. Over the last four years attainment by the age of 11 has fluctuated between below average standards to above average. These fluctuations reflect the abilities of the different cohorts of pupils each year rather than signifying any problems in the teaching of science. In some years the proportion of pupils who have special educational needs is greater compared with other years. Test results in English and mathematics also reflect these fluctuations although science standards have been generally higher. Variations in standards across the school are also a result of some lapses in the way that pupils' recorded science work is monitored and supported.
68. There has been good improvement since the previous inspection. One of the weaknesses identified in the previous report was that the teaching of science was inconsistent across the school. Expectations are now higher, resulting in the pupils achieving well, including those with special educational needs who make good progress in science. The pupils are presented with good opportunities to predict, hypothesise and test ideas. Pupils in Year 1 make predictions about the likely effects of different environments on plants when growing sweet peas. Year 2 pupils explored seeds in a variety of fruits and others, in the same lesson, wrote about and discussed the life cycle of plants. These science lessons are practical and interesting so that pupils are challenged in their thinking, predicting and investigating the effects of the environment on plant growth.

69. In Year 5, the pupils expressed surprise and interest when learning about the solar system. The pupils watched a video clip about “The day of the sun” in a town in Norway where the sun does not rise very far above the horizon for most of the year because of the town’s close proximity to the North Pole. The pupils offered intelligent explanations and asked thoughtful questions when they learned that even during late morning and early afternoon there are people in parts of Norway who do not benefit from sunlight. Pupils’ recorded work in science throughout Key Stage 2 shows that good use is made of computers to support their science investigations. The work also shows the good breadth of the science curriculum, reflecting how well the pupils are learning and making good progress in their knowledge and understanding of topics such as the earth and beyond; forces, magnetism and electricity and materials and their properties. Their workbooks show that they have a clear understanding of how to plan and organise a fair test or experiment. However, the presentation of pupils’ work varies across the school and ranges from good to unsatisfactory. Some of the folders and workbooks are poorly presented, reflecting that in some classes less attention is given to writing and the presentation of science work.
70. The teaching is good overall. Teachers plan effectively to present pupils with challenging and thought-provoking tasks. However, some of the worksheets used for the pupils to record their science work are not as challenging as the practical work prepared by teachers. Teachers’ subject knowledge is good, enabling the pupils to understand new concepts and ideas because teachers are able to explain clearly, often giving examples. In the good Year 2 science lesson for example, the teacher was able to explain how the life cycle of plants is affected by the spreading of seeds in the wind. The teachers prepare themselves well and are thus able to answer questions that pupils pose. Methods used include whole class work, investigating further in pairs and small groups, and individual tasks to record activities and arrive at conclusions. By encouraging the pupils to work in groups of mixed abilities the pupils learn to share resources and support each other in their learning. The teachers are well supported by learning support assistants. They are well briefed and show good knowledge of what they want pupils to learn. When working with groups they ensure pupils’ application to the task enabling them to pose appropriate scientific questions. In the Year 1 and 2 science lessons pupils with special educational needs are well supported and fully integrated because the classroom assistants are fully involved in the teaching. In Year 2 a classroom assistant helped a group of pupils to investigate seeds in a variety of fruits, and the learning assistant led a group of pupils during a thorough investigation of different types of seeds.
71. The teachers provide interesting tasks which hold the attention of the majority of the pupils. They enjoy carrying out investigations and working with others. Pupils’ recorded work shows that they are planning and carrying out their own investigations. Discussions and practical tasks are of similar quality. However, the recording of work does not always provide sufficient reinforcement to learning. The pupils are developing a structure to how they write about what they learn, from prediction to conclusion but these tasks are sometimes brief or unfinished. Teachers are not sufficiently demanding in this respect. Whilst work is marked regularly, with questions posed and comments made about the need to improve, the marking does not always outline what the pupils must do to improve.
72. Most pupils are well behaved and generally attentive. A small number of them in all classes lack application at times and teachers have to work hard to retain their attention. The teachers are more successful in this when they maintain a brisk pace to the lesson and when they urge pupils to apply their full concentration. Pupils in Year 5 made satisfactory progress during the observed lesson because the teacher had prepared well and posed interesting problems related to the movement of

planets in the solar system. The teacher had prepared meticulously and built on the pupils' previous knowledge.

73. The co-ordinator has overseen good improvements to the subject. She supports her colleagues well. Resources are well used and deployed so that science lessons are practical and relevant to the pupils. Planning is based on the recommended National Curriculum topics for each year group but the school does not use assessment information regularly enough to establish how well the pupils are doing to inform teachers' planning. Although the co-ordinator monitors teachers' planning, closer attention is needed to improving pupils' recording skills. Standards are rising in science because lessons are practical and provide logical steps for the pupils to follow. By consolidating this rising trend through closer and more rigorous monitoring of science work in pupils' books, the school is less likely to have fluctuating test results in the national tests each year because any lapses will be picked up soon enough to remedy and improve work.

ART AND DESIGN

74. Although it was only possible to observe one lesson in art in each key stage, evidence from these two lessons, work on the walls around the school and discussions with the teachers indicate that art is taken very seriously and pupils derive great enjoyment from their lessons. Standards are in line with national expectations.
75. In the lesson observed in Year 1 pupils were very excited as they examined interesting and varied materials and decide which will be suitable for the weaving they are about to perform. The teacher assembled an excellent supply of woven artefacts and, through pertinent questioning, encouraged the pupils to consider colour, texture and suitability of material to the task. The pupils in Year 6, who were also designing a tapestry or appliqué, are led in the same way to pay careful consideration to their choice of material before beginning work. The tasks were well designed to interest and excite the pupils.
76. There are many examples of interesting work on the walls. Many of the samples cover work in other areas of the curriculum, such as the paintings in Y3/4 for work on magnets and the religious paintings of the Virgin Mary. The lively self-portraits of Year 1 and Year 4/5 indicate that pupils are learning to mix paint and observe their subject closely. Photographs record the work of Year 5 and a visiting sculptor which culminate in casts of their hands being used to embellish a gate in the park behind the school. All work is carefully mounted and displayed with pride.
77. The quality of the teaching in the lessons observed was good overall. The co-ordinator leads the subject well, has very good subject knowledge and is prepared to give advice and help as needed. Resources for teaching art are very good and easily accessible.

DESIGN AND TECHNOLOGY

78. Although it was only possible to see two lessons being taught during the inspection, both in Key Stage 2, evidence from these lessons, a scrutiny of pupils' work and discussions with the subject co-ordinator indicate that standards have risen since the previous inspection and are now above those expected at the end of both key stages. The pupils' progress is now good throughout the school. Year 4 pupils demonstrate a good grasp of the design process as they finish making and decorating a free-standing photograph frame. They listen carefully to instructions, make independent choices of decorating materials, consider colour combinations and show appropriate skill in cutting out and sticking down. The finished frames are very pleasing and fit for the purpose for which they are designed. There are very

strong cross-curricular links with science in the Year 4 and 5 lesson as pupils design a portable light source. They show good understanding of how a simple electric circuit works and are able to make sensible suggestions about the kind of materials needed to make a torch. In small groups they effectively organise themselves to amalgamate their individual designs into one composite design, demonstrating their willingness to pool ideas and work as a team.

79. There are samples of other work in classrooms and photographic evidence of work which has had to be sent home because of lack of storage space. Samples of slippers decorating a Year 6 wall, bookbinding in Year 4 and model houses in Year 1 are but a few of the finished works that indicate the importance of the subject within the curriculum.
80. The quality of teaching in the two lessons seen was very good. Teachers plan very well, explain tasks clearly, show enthusiasm for the task and build on pupils' previous learning. Pupils respond with great enthusiasm, become totally absorbed in the task and show their delight with the finished article. They are prepared to go through all the design processes in order to produce work of quality.
81. The subject is well led and managed by the co-ordinator who led the staff in developing a new scheme of work for the subject. Where possible, links with other subjects are established in order to deepen pupils' knowledge and understanding. Resources have been built up, are of good quality and stored to be easily accessible to staff and pupils.

GEOGRAPHY

82. Four lessons of geography were observed during the inspection, one in Key Stage 1 and three in Key Stage 2. Other information was gained from scrutinising pupils' work and teachers' planning and looking at wall displays. In Key Stage 1, pupils' attainment is above that expected for their ages. This is an improvement since the last inspection when standards were judged to be in line with expectations. In Key Stage 2, pupils' attainment meets the standards expected for their ages and this is the same as the standards found in the previous inspection.
83. Pupils in Key Stage 1 have enjoyed investigating the area in which they live. They have drawn maps of the way they come to school. They have visited the local park and listed the things that they see on the way. They know that their work is valued because of the careful way it is displayed on the classroom wall. Pupils in Year 2 have been looking at how weather affects people's lives. They have discussed the recent local flooding and looked at flooded rice fields in India. They understand weather affects the choices people make, for example the clothes they wear or the holidays they choose. Following detailed introductory work, one group was observed, totally engrossed, looking at travel brochures of different countries and deciding where they would like to stay. They researched what kind of accommodation was available and how high the temperature became. Some were identifying the difference in temperature between Corfu and London. Higher attaining pupils were able to decide which months were the best in which to take a sunshine holiday abroad and were weighing up the cost of 'hot' months against that of cooler months.
84. Through careful planning and interesting and challenging tasks the pupils in Key Stage 2 are gaining a sound geographical knowledge on which to base further work. They are beginning to see how climate influences our lives. They are able to select information from a variety of sources and use appropriate vocabulary. Some interesting work and displays were observed during the inspection period in Key Stage 2. Pupils in Year 4 are looking at the way people affect the environment. With their families they have completed a questionnaire on recycling household goods

and are now sharing information and drawing up graphs. The teacher has prepared different graph work for pupils of all abilities so that all pupils can complete them confidently. In Year 5 pupils have been recounting their thoughts on the foot and mouth epidemic and how it has affected local farmers. They have referred to newspaper articles and photographs and the teacher has compiled a good topical wall display of their work. Throughout Key Stage 2 much of the work depends heavily on completing or colouring worksheets. This limits the opportunities for pupils' personal enquiry and for them to record first hand observations and ideas

85. The school has adopted the new guidelines for geography and the coordinator has suggested units of work for each year group. Although planning is monitored, assessment procedures are not yet securely in place and so the progression of the geographical skills identified in these units is not yet assured. The coordinator has opportunities to look at work from each year group and is beginning to compile a portfolio of samples of work which will be eventually used to compare progress year on year. Resources are adequate and will be replenished as the demands of each unit are identified. The school has a plentiful supply of atlases appropriate to each key stage, which is an improvement since the last inspection.

HISTORY

86. Only one lesson of history was seen at the end of Key Stage 2. Other evidence was gained by careful scrutiny of pupils' work and teachers' planning, looking at classroom displays and talking to pupils. Evidence indicates that the standards achieved by pupils in Key Stage 1 are above those expected for their age, this is an improvement from the last inspection when standards were satisfactory. Although a very good lesson was observed at the end of Key Stage 2, overall the standards attained are in line with those expected.
87. Pupils in Year 1 have enjoyed looking at old and new toys. They have compared materials used for most toys earlier this century to the materials used for present day toys. They have found that toys were mostly made of wood but nowadays are made of plastic. They have looked at dolls and teddy bears and noted that old bears were hard with roughish hair and modern bears are soft and cuddly. They have looked at pictures of older houses and kitchens and can spot the differences between these and their own homes. All of their work is neatly presented, clearly labelled, relevant and informative. This detective work has been continued in Year 2 where pupils have been comparing Tudor life to the present day. Their work has been made more exciting by visiting the museum for a 'Tudor day' where they have examined Tudor artefacts and dressed in Tudor clothing. Most are aware of the cause and effect of the Great Fire of London and know where it started and finished. By the end of the key stage pupils have a good factual knowledge of this era. They begin to understand chronology and recognise the passage of time. All are able to identify similarities and differences.
88. In Key Stage 2 younger pupils have combined art and history to depict everyday scenes of Grecian life on silhouettes of Greek pots. These have been effectively displayed to give a clear insight into the beliefs, pastimes, activities and homes of the ancient Greeks. Others have investigated why ancient civilisations invaded and settled in Britain. They realise this was to own more land, seek for food and riches, or simply because they had been deported from their own lands. Although pupils have gained sound knowledge of these times, much of the work is reliant on work sheets and consequently does not allow pupils to develop the crucial research and investigation skills essential for later study. At the end of the key stage pupils have been questioning grandparents and older neighbours on their reminiscences of the Second World War and their family history. Because the teacher is very knowledgeable and brings her own experiences to the lesson, pupils are interested and discussions are relevant and thoughtful. As individuals read out their

information others listen carefully. The teacher weaves good multicultural links into the lesson by explaining how immigration was important to Britain after the war to make sure the country could function. Interest is added by a useful display of pre and post war artefacts including a monopoly game from 1933. Overall, throughout the key stage pupils are able to recognise the features and characteristics of periods, however their work shows that they do not research information from a sufficient range of sources, relying on worksheets and books within the classroom. Information technology does not yet form a regular integral form of research. Moreover they have insufficient opportunity to write at length describing characters and events or to suggest how they have changed the course of history.

89. Throughout the key stage much of the work is on sheets that are not dated or collated in order consequently there is limited evidence of pupils' progress in enquiry or research skills or in their knowledge and understanding over a year or key stage. Also, as there are no consistent assessment procedures in place, teachers are unable to confidently plan work which builds on the pupils' prior learning. This is having a negative effect on pupils' work in history.
90. The management of history is satisfactory. The coordinator is enthused about the subject and aims to enrich the curriculum provided by encouraging visits to the museum and places of interest. The policy and scheme of work are now in place. These are being checked against the new national guidelines to ensure the recommended coverage of topics. At the last inspection the lack of artefacts was noted. Although there are still none in school, teachers have access to the local museum and many bring in their own pieces to enrich displays.

INFORMATION AND COMMUNICATION TECHNOLOGY

91. The inspection in 1997 found standards to be below those expected by the age of 11. Resources were very limited and staff lacked experience and sufficient knowledge of the information and communication technology (ICT) curriculum. Standards in both key stages have risen and are now in line with expectations because the staff are more confident in teaching ICT. The school has also improved the way that computers are used across the curriculum and the headteacher and governors have advanced plans in place to provide a specific ICT room. Therefore, good progress is being made in ICT and the school is well placed to improve standards further.
92. By the age of 7 pupils can use the keyboard and mouse to control the computer. They can key in and alter text in a basic word processing program. The pupils are used to using computers in some English lessons and when editing their writing during other lessons, for example, history and geography. They can control the cursor in a drawing program and produce pictures which are printed in colour. All pupils, including those with special educational needs, can collect and enter simple data to make a table or chart. They are becoming aware of the uses of ICT in everyday life and can describe the functions of a range of electronic equipment in the home. Older pupils can use the computer to search for information using an electronic encyclopaedia (CD-ROM).
93. Younger junior pupils choose from a range of fonts to make their word processing more interesting and are beginning to combine pictures and text. They can re-arrange text and use simple spell checks to edit writing. However, throughout the school pupils have too little opportunity to draft, edit and improve their writing on the computer. In this respect, there is room for further computer to use in lessons as an aid to learning, particularly in improving pupils' writing skills further. By the end of Key Stage 2, most pupils can enter data to make a block graph and search for information on the Internet or use electronic mailing (e-mail) to write to their friends or "e-pals".

94. Year 5 pupils were observed during a science lesson where, in pairs, they searched for information about planets and the solar system. Currently, computer use is not always systematically planned into topics so that pupils have limited opportunities to use the information they search for or to follow up their investigations at other times. As a result, printouts of pupils' work are added to topic folders, without the pupils being expected to interrogate the information further or delve more thoroughly into the topics that interest them. Discussions with older pupils in Year 6 show that they have a good understanding of the range of ICT skills. Many use computers at home and this helps them in school. They have limited experience and knowledge of control technology but are very quick to learn how logic sentences can be used as a programming tool in, for example, turtle graphics. The pupils can save and print their own work and some higher attaining pupils are beginning to "trouble shoot" when something goes wrong.
95. Too little direct teaching of ICT was seen during the inspection to judge the quality of teaching and learning. However, there are some important strengths and some areas of inconsistency as the school goes through a period of change. The establishment of a designated computer room is being planned by the staff and governors to raise standards further. The headteacher and co-ordinator are fully aware of the strengths and weaknesses that exist and since the last inspection there has been useful professional development for all staff which has helped to involve ICT work across a range of subjects. As a result, teachers, encouraged by the subject coordinator, make good use of the opportunities in planning for ICT to enhance the teaching and learning in different subjects. For instance in Year 6, the pupils have used computers to search for information related to their history topic and have had substantial experience of e-mailing and data handling when the school uses the local "technology bus" (a local authority bus which travels from school to school and is equipped with computers and other modern technology). Some staff include specific times to teach ICT each week, although this is not universal. In some classes ICT work is gathered in individual pupil folders, giving pupils, staff and parents a clear picture of the range of work covered and progress over time. In the best examples, teachers annotate the work samples, summarising the key skills and competencies being demonstrated by each piece of work.
96. Teachers' subject knowledge is improving. Improvements in the subject have been strongly led by the coordinator. The school has met the need to develop the subject with appropriate urgency and the leadership is clear that there is still some way to go. The decision to upgrade resources using the services of a private technology company to support and maintain computers in the new computer room has helped to raise the profile of ICT in the curriculum. The school pays for a technician, from the same company, who will support and advise on a part-time basis. Planning and management of special funding through the National Grid for Learning is good. At the time of the inspection, staff training through the New Opportunities Fund was at an early stage. Agreement is now needed on the detail of the scheme of work and the ways the subject will be taught, assessed and monitored through the school if the improvement in standards is to continue.

MUSIC

97. Overall standards in music are similar to those expected of seven and 11-year-olds. Standards have improved since the last inspection. Resources are well organised so that every class teacher teaches music to their class. The pupils are beginning to understand basic composing skills and a significant number of pupils in both key stages are learning to play the recorder and read music. These pupils have additional tuition which is well organised and of good quality.

98. The teaching of music is satisfactory. Not all teachers have the confidence or expertise to teach music but as they become familiar with the scheme of work they are gaining in confidence and competence to teach the full programme of music prescribed by the scheme. The deputy headteacher leads singing sessions because she has a particular expertise in music and this is helping to improve singing standards. Pupils in the Year 2 class made satisfactory progress in learning how to sing and perform a "Rondo". The pupils quickly learned to sing the repetitive melody and good use was made of percussion instruments to improve their understanding of beat and rhythm. By the time they are 11 years old, pupils have good control of phrasing in singing and can adapt both tempo and dynamics in a variety of styles. They sing rounds confidently and their enjoyment in taking part is very apparent.
99. Teachers make good use of the school's resources to encourage pupils to listen to music and think about the feelings it evokes. Through listening to the music from different continents around the world in assemblies and music lessons the pupils gain some familiarity with the musical instruments they hear playing. Most begin to consider how the music makes them feel and what it represents. In assembly, the headteacher often points out different instruments as the pupils listen to recorded music when entering and leaving the hall. The pupils are encouraged to discuss how the music affects them and also the changes in tempo when making comparisons with other music they had heard.
100. The co-ordinator gives helpful advice and practical support to less confident teachers. The enthusiasm of the co-ordinator to introduce a new national scheme of work places the school in a position to raise standards in the subject further. Music makes a good contribution to extra-curricular activities. Pupils who receive extra tuition from the visiting teacher are encouraged to play and perform in front of the school and visitors at special times and in school concerts.

PHYSICAL EDUCATION

101. Standards are in line with those expected at the end of both key stages. Standards in swimming are high by the end of Key Stage 2. In a good dance lesson, Year 1 pupils demonstrated an ability to focus on the main learning objectives, for example, listening to a recorded programme about "Watery places", and improvising different situations by adapting their body shapes and posture to 'splash', 'jump into puddles', 'take a shower' and so on. The pupils co-operated well in pairs, changing direction and using imaginative movements when asked to move as if they were under-water divers. In another good dance lesson, Year 2 pupils used a good range of movement to improvise "growing". This extended their thinking about the science work they recently experienced on the topic of seeds and growing plants. The pupils could combine their movements to show a sequence which demonstrates the process of 'growing'. For example, the pupils improvised digging with a spade, planting seeds and watering them, showing maturity as they thought of new movements, keeping in time with the recorded music and changing direction, height and speed.
102. In a very good swimming lesson, the class teacher and headteacher set high expectations for all abilities in the Year 3 and 4 class. This resulted in all pupils making very good progress in swimming. The pupils could extend their body posture in the water and both Years 3 and 4 could swim efficiently using the correct arm and leg movements. Those who are learning to swim are making rapid progress because swimming is given high priority and pupils benefit from large blocks of swimming time each term throughout Key Stage 2. In a satisfactory games lesson in Years 2 and 3, the pupils could aim and throw a ball, dodge and move into spaces and catch a ball thrown to them with increasing accuracy.

103. Teaching and learning are good overall, ranging from satisfactory to very good practice. All lessons are carefully planned with appropriate learning objectives. The best lessons are well structured, with a good pace. Most lessons set high expectations and suitable exercises which challenge the pupils. In the satisfactory lesson seen, too much time was spent explaining tasks leaving less time for pupils to practise. In most physical education lessons, routines are well established and pupils respond by being self-disciplined and well organised. Pupils listen very well to the introductions to lessons. Teachers use pupils well to demonstrate examples of good practice. For example, in the Year 4 and 5 games lesson, the teacher often pointed out good practice by asking pupils to demonstrate what they were doing and so the pupils were able to improve their throwing and catching skills. In some lessons, teachers do not always choose those pupils who are performing particularly well and care needs to be taken to ensure that other pupils are able to distinguish between the ordinary and the very good performance if they are to evaluate how well they are doing.
104. Facilities for physical education are good. The hall is spacious and teachers organise its use very well. Resources are good and well maintained. Good use is made of outdoor areas and the school field. The school also provides a good balance of competitive and non-competitive sports and games outside lesson times.