

INSPECTION REPORT

HARECLIVE PRIMARY SCHOOL

Hartcliffe, Bristol

LEA area: Bristol

Unique reference number: 109125

Headteacher: Mr Brian Hall

Reporting inspector: Mr P Mathias
21945

Dates of inspection: 10 - 14 December 2001

Inspection number: 197868

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Moxham Drive Hartcliffe Bristol
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Colin Howe
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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21945	P Mathias	Registered inspector	Mathematics Art and design English as an additional language	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What the school should do to improve further
9880	A G Comer	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
23917	T A Clarke	Team inspector	English Physical education Equal opportunities	How good are the curriculum and other opportunities offered to pupils?
21872	L M Brackstone	Team inspector	Geography History Special educational needs	How well does the school care for its pupils?
31819	S M Duggins	Team inspector	Design and technology Religious education Foundation Stage	
20752	J N Collings	Team inspector	Science Information and communication technology Music	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hareclive is a primary school with 346 pupils on roll which is bigger than most primary schools. It caters for boys and girls between the ages of four and 11. Pupils' attainment on entry is generally well below average. Twenty four pupils joined and 37 pupils left the school last year at times other than the normal. These are high figures.

One pupil has English as an additional language which is low and a below average percentage of pupils are from non-British backgrounds. There are 84 pupils who are considered to have some degree of special educational needs including 42 pupils who receive support from outside the school. Of these over half have specific learning difficulties and a quarter have emotional and behavioural difficulties. These are high figures.

Pupils are from homes where there is often a high degree of social and economic disadvantage. The percentage of pupils known to be eligible for free school meals is well above the national average. During the last two school years five teachers have been appointed to replace a similar number who left.

HOW GOOD THE SCHOOL IS

Hareclive is a school with some significant strengths. It is very well placed to improve further. The quality of teaching is good across the school and is particularly strong in the reception classes, in Year 2 and in Years 5 and 6. The headteacher and staff are very committed to the school and the headteacher provides a lively and inspirational lead to others so that morale and confidence in the school's ability to overcome its difficulties are high. There is a very strong sense of direction which is shared by the chair of governors. In the most recent national assessments in 2001, results at both key stages are higher now than they were; although still below those attained by most schools. Standards are improving faster than the national trend. When compared to their prior attainment at the age of seven four years ago, pupils in Year 6 in 2001 made the expected progress in English, and mathematics and good progress in science. Standards are still below average in English and science but closer to the national average. In mathematics, standards have recently improved dramatically and are average.

What the school does well

- The teaching of pupils across the school is good. It is particularly good in the reception classes and towards the end of both key stages where it is having a clear impact on raising standards.
- Standards are rising more quickly than the national pattern of improvement.
- The curriculum is significantly enriched by a very good provision of extra-curricular activities and visits.
- The provision for and the impact of the school's procedures for monitoring academic performance are very good.
- The leadership and management are very good and there is a strong sense of optimism and purpose to the work of the school.

What could be improved

- The teaching of critical skills, which are the skills which pupils need to become successful learners, are not taught in all classes.
- Standards in speaking, listening and writing are too low because pupils do not have enough planned opportunities to practise them.
- Standards in the investigative and experimental aspects of science are not as high as in other aspects of science because they are not planned to occur regularly.
- The needs of all pupils are not always met because there is an insufficient number of support assistants.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in October 1997 the standards achieved by pupils were requiring substantial improvement, the quality of education provided by the school required some improvement as did the management and efficiency of the school. The school's climate for learning was good. Since then the school has made good progress overall and has addressed most of the key issues for improvement indicated in the previous report. These were to do with improving the school development plan so that it focused upon raising standards in reading and writing; providing co-ordinators with regular opportunities to visit classes to look at how teachers teach and pupils learn in their subjects; develop the skills of learning which are common to all subjects; teach English, mathematics and science separately; teach the skills of literacy and numeracy daily in all classes and provide a safe and secure play area for children in the reception classes. There is still work to do, however, in teaching the skills of learning which are common in all subjects in all classes. However, a start has been made and the school intends to involve other classes in a planned way in the future. An attempt has been made to provide a safe and secure play area for children in the reception classes. This provision is still inadequate and pupils also lack the appropriate resources to use in it.

Standards in the national tests for seven and 11 year olds in English, mathematics and science have improved although they are still below average when compared to schools nationally. The rate of improvement in Year 6 tests is impressive and is higher than that achieved by schools nationally. Standards in information and communication technology and design and technology have improved significantly since the last inspection. Other subject standards are the same.

The quality of teaching has improved and the amount of unsatisfactory teaching has been reduced to a very small amount. The leadership and management of the school by the headteacher remains of a high quality and there is now an effective system for the headteacher to visit classes regularly to look at how well teachers teach and pupils learn. Some but not all subject co-ordinators have had opportunities to do this also and there are plans to involve all subject co-ordinators in the future. The school now uses the information it has about individual pupils' performance very well to help raise standards. The school is very well placed to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E*	E	E	C
Mathematics	E*	E	E	D
Science	E	E	E	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

This table shows that standards in the tests in the last three years have been well below average when compared to schools nationally. When compared to schools considered broadly similar, the results in 2001 were average in English and science for those schools and below average in mathematics. In Year 6 standards in mathematics are average. In English and science, standards in Year 6 are below average. In English, pupils do not speak, listen or write as well as they might. In science, pupils' attainment in the investigative and experimental aspects of this subject are limited by a lack of regular opportunities to practise these skills. In art, information and communication technology, design and technology, music, physical education and religious education standards are at expected levels. In geography and history, standards are below those expected nationally. Standards in literacy and numeracy reflect the same pattern as in English and mathematics. The pattern of improvement in standards between 1997 and 2001 at the end of Key Stage 2 in English, mathematics and science is above that of most schools and is a strong feature.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Generally good and most but not all pupils concentrate well and have positive attitudes.
Behaviour, in and out of classrooms	Satisfactory although in all classes there are a small minority of pupils who do not give of their best and disrupt the work of other pupils.
Personal development and relationships	Satisfactory. On the whole relationships between pupils and their teachers are good. There is a strong commitment of care and optimism shown by staff. This is not always reciprocated by all pupils.
Attendance	Unsatisfactory.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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 standard of teaching is good with only a very small amount of unsatisfactory teaching. The teaching of English and mathematics is good and teachers have a good understanding of the National Literacy and Numeracy Strategies. Teaching and support for pupils with special educational needs are good and these pupils learn well and play a full part in their lessons.

Where teaching is very good, teachers consistently make their objectives for the lesson plain and review what has been learnt thoroughly. Teachers have a good subject knowledge and assess pupils' work thoroughly, they plan well to involve all pupils in the lesson and manage pupils' behaviour effectively. Where teaching has some weaknesses, the behaviour of pupils is not always managed well and teachers lack the help of learning support assistants to ensure that all pupils are working constructively. Opportunities for independent research and investigation are missed. Some teachers lack confidence and expertise in teaching the applications of information and communication technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good - there are good opportunities for pupils to take a full part in the curriculum. There is a wide and interesting range of extra-curricular visits and visitors.
Provision for pupils with special educational needs	Very good - work is carefully matched to these pupils who are very well supported by teaching assistants. Individual educational plans are well set out and followed.
Provision for pupils with English as an additional language	Only one pupil has English as an additional language. The pupil has recently moved to the school and arrangements for specific support for this pupil have not been completed. They are planned to be in place shortly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall - provision for pupils' moral and social development is very good. Provision for pupils' spiritual and cultural development are satisfactory. Insufficient attention is given to providing opportunities for pupils to appreciate the richness of non-European cultures.
How well the school cares for its pupils	Procedures for monitoring and supporting pupils' academic performance are very good. Procedures for monitoring and supporting pupils' personal development are satisfactory. Procedures for child protection and ensuring pupils' welfare are very good. Procedures for monitoring and improving attendance are satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good - the headteacher provides a dynamic and optimistic lead to the school. There is a strong culture amongst the staff of working hard together to help all the pupils at the school. There are very good arrangements to evaluate pupils' performance and to take action to help raise standards, which is becoming increasingly successful.
How well the governors fulfil their responsibilities	The Chair of Governors is well informed and is a regular visitor to the school. The governors' committees function well and governors fulfil their responsibilities appropriately. The school development plan is put together carefully to be in line with a wider local strategic success and action plan.
The school's evaluation of its performance	There are good procedures to evaluate pupils' performance in national tests and other assessments. These are used carefully to help raise standards.
The strategic use of resources	There are good procedures linked to the wider school development plan to ensure that grants and additional funds are well used and provide satisfactory value for money. Currently there are plans being made to address the shortcomings in the decorative state of the buildings and in improving the provision of outdoor resources for children in the reception classes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • My child likes school. • The progress children make. • Behaviour is good. • The right amount of work is set. • The teaching is good. • The information the school provides about my child's progress. • The ease in approaching the school. • The expectations the school had of my child. • The close relationship with parents. • How well the school is led and managed. • The way the school helps my child to become mature. • The range of activities provided by the school. 	

In response to the 346 questionnaires sent out 37 were returned. The evidence of the inspection confirms the parents' positive views of the school. They rightly appreciate the way the school is led and managed and the quality of teaching, which are major strengths of the school.

A meeting was held between the registered inspector and parents. Five parents were present. They expressed generally positive views of the school and thought that standards had improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards are generally below average at the end of both key stages. During the inspection there was no significant variation between the performance of boys and girls although in the period between 1999 and 2001 girls have attained better than boys in the national tests at the end of Key Stage 2.
2. In the 2001 national assessments at the end of Key Stage 1, standards were very low in reading and writing and well below average in mathematics. When compared to schools considered broadly similar these results were well below those similar schools. Standards have remained very low in reading since 1998. In writing they have generally been very low or well below average. In the same period in mathematics, with the exception of 1999 when results were very low, standards have been well below average.
3. In the 2001 national assessments at the end of Key Stage 2 standards in English, mathematics and science were well below the national average. In comparison to schools considered broadly similar, standards were average in English and science and below average in mathematics. When a comparison is made with the standards achieved by these pupils in the end of Key Stage 1 tests when they were seven years of age they made the expected progress in English and mathematics and good progress in science.
4. The pattern of improvement is encouraging. Since 1997 the school has improved its performance in the end of Key Stage 1 tests in reading and mathematics at a faster rate than most schools. In writing, standards have risen from a low point in 1999 and overall have improved at about the same pace as most schools but remain below average. At the end of Key Stage 2 the pattern of improvement is above the national trend and there has been an impressive improvement in the mathematics and science results. These improvements are closely linked to the schools recent rigorous use of assessment information to identify pupils in need of particular help and to provide it successfully. Currently standards in classes at the end of Key Stage 2 are also improving because of the input of the good and very good teaching going on there.
5. Children enter the reception classes with levels of basic skills which are well below those usually found amongst children of this age. Standards at the end of Key Stage 1 in speaking and listening, reading and writing are well below average. In mathematics and science standards at the end of Key Stage 1 are similarly well below average. At the end of Key Stage 2 standards are below average in English and science and average in mathematics. This improvement is closely linked to the very good teaching currently going on in Years 5 and 6 and the careful way these pupils are helped to reach higher standards through the use of information from national and other assessments.
6. In Key Stage 1 pupils are reluctant to speak in extended sentences and are only able to speak simply. Many listen to others for short periods appropriately and respond sensibly, but some lack the concentration necessary to listen carefully for longer periods. In reading, many pupils in Key Stage 1 are familiar with the sounds letters make and are developing their reading skills well. In writing within Key Stage 1 few

pupils are able to develop their ideas into a sequence of sentences or use punctuation. In Key Stage 2 pupils have limited opportunities to discuss issues and lack the necessary vocabulary to do so. In reading, pupils read words more accurately than previously but find difficulty in working out what will happen next in the story. Often reading lacks expression. In writing, standards are improving towards the end of Key Stage 2. Pupils use grammar and punctuation accurately and are able to write using a range of adjectives and adverbs.

7. In mathematics in Key Stage 1 pupils are able to recognise how to count and calculate within 100. They know the features of some two-dimensional and three-dimensional shapes and are able to recognise simple fractions as part of a whole. In Key Stage 2 pupils recognise and follow patterns in numbers confidently and accurately. They are able to conduct simple surveys but do not use information and communication technology to help them calculate and display data. They understand place value and the relationship between fractions and decimals.
8. Standards in literacy and numeracy are the same as those found in English and mathematics and both strategies are having a significant impact on raising standards in these subjects, particularly towards the end of Key Stage 2.
9. In science in Key Stage 1, pupils conduct simple experiments for example, to measure forces, but lack the language skills necessary to work independently and to plan an investigation for themselves. In Key Stage 2 pupils know about the effect of microbes. They are able to measure forces when lifting an object. They recognise relationships between shadows and the distance the object is from a light source. They are able to predict accurately what will happen if a variable is changed.
10. Standards in art, design and technology, music, physical education and religious education are in line with those expected at the end of both key stages. In information and communication technology, standards are below those expected at the end of Key Stage 1 and in line with those expected at the end of Key Stage 2. Improvement is closely linked to the impact of the co-ordinator for information and communication technology who until recently provided specialist teaching in classes. In geography and history, standards are below those expected at the end of both key stages.
11. Since the last inspection good progress has been made in raising standards in information and communication technology and design and technology as well as in English, mathematics and science. In the other subjects, progress in raising standards has been satisfactory.
12. Pupils with special educational needs are very well supported, particularly in literacy and numeracy, and they make very good progress in relation to their prior attainment. All pupils, who find learning difficult, have individual education plans that include measurable targets specific to their needs. Teachers plan very effectively to enable the pupils to achieve these targets and as a result they make very good progress in their learning. Arrangements for supporting pupils with statements are very effective and ensure that they achieve very well in relation to their prior attainment.

Pupils' attitudes, values and personal development

13. The pupils' attitudes to school are good. The children enjoy coming to school and are actively involved with the life of the school.

14. The behaviour of a few pupils is very challenging. In lessons, teachers use a range of strategies to enable them to manage this challenging behaviour successfully for most of the time. However, in Key Stage 2 in a number of lessons the quality of learning is adversely affected. Around the school and in the playground, behaviour is occasionally inappropriate with some pupils showing a lack of respect for others' feelings and a tendency to be over boisterous and impolite. Despite the difficult behaviour and its effect on learning, overall behaviour is satisfactory and, in lessons, is often good or very good. Positive attitudes and good behaviour are encouraged through a range of rewards and awards, a particularly good example being the 'Pupils of the Week' initiative.
15. Pupils with special educational needs generally have positive attitudes. They eagerly participate in their small group activities. For example, they confidently take part in discussions and are very well supported by learning support assistants. Relationships are mostly good and pupils enjoy school. Pupils with emotional and behavioural difficulties are very well supported in lessons by support staff to enable them to take a full part in the lessons. For example, in reception two children with both behaviour and learning difficulties were able to be fully included in the nativity play because of very good support from an experienced nursery nurse.
16. Relationships between pupils, and between pupils and adults, are satisfactory and teachers work hard at establishing and improving these relationships. The range of educational visits, visitors and after school activities, as well as the emphasis that the school places on personal, social and health education, all contribute to pupils' personal development. Pupils are encouraged to show initiative and to take responsibility through, for example, the appointment of classroom helpers, duties in assemblies, involvement with the 'school grounds' project and Year 6 pupils running the school office during lunchtime. However, opportunities for pupils to take responsibility for their own learning are limited.
17. Overall, the attitudes, behaviour and personal development of pupils make a positive contribution to learning. Standards having been generally maintained since the last inspection. Nearly all pupils show a proper respect for others and the school's property. In the previous year there were seven exclusions for fixed periods.
18. Pupils' attendance is unsatisfactory. A significant minority of pupils arrive late for school. The school makes significant efforts to encourage regular attendance and punctuality and there is evidence that attendance has improved marginally during the current school year, after a period of decline. The school plans to introduce attendance targets for all pupils. As the support from the education welfare service is insufficient for the needs of the school, the school is going to appoint a home school worker to focus on attendance funded by a local initiative.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good and has improved since the last inspection where it was satisfactory. Since the time of that report considerable effort has gone into the monitoring of teaching by senior staff and some subject co-ordinators. This has led to clearer objectives through sharing 'What I am looking for' (WILF) by the teacher with the pupils at the start of lessons. Staff also use 'This is because' (TIB) as part of their review with pupils at the end of lessons. In the inspection in all but two lessons the teaching was satisfactory or better. One out of two lessons were good and one out of five lessons very good and in a very small number of lessons teaching was excellent. Teaching in the Foundation Stage was very good. In Key Stage 1 and Key

Stage 2 the quality of teaching was good. The best teaching is found towards the end of both key stages.

20. Strengths of the teaching observed were:
- the consistently good teaching in the reception classes, Year 2 and Key Stage 2 classes;
 - the teaching of the basic skills of literacy and numeracy. These make a significant difference to the quality of teaching in English and mathematics and reflect the emphasis that has taken place in the school on the clarification of objectives in lessons through WILF and the clear review of lessons using TIB;
 - teachers' good knowledge and understanding and the way in which they use this to continually assess pupils in classes and modify their teaching to meet the needs of the pupils;
 - the effective planning particularly in the reception classes to ensure lessons involve the vast majority of pupils in challenging activities with a sound range of resources;
 - the support through withdrawal given for pupils with special educational needs;
 - the way in which teachers manage behaviour through a wide range of strategies.
- The result of the good teaching in the school is that children learn well and make good progress. Children from all groups learn well and there is no obvious difference in the learning of boys or girls.
21. Pupils with special educational needs are very well supported in lessons to enable them to make very good progress in their learning. They are also very well supported out of class to help them develop skills that will enable them to take part fully in all class activities. Teachers plan and review the targets on the pupils' individual education plans, which are very effectively monitored by the special educational needs co-ordinator. Tasks are very well matched to enable pupils to achieve their targets and new ones are appropriately set. Teachers make very good use of the learning support staff and very good quality liaison takes place before lessons. Both the special educational needs co-ordinator and the learning support staff plan with the class teachers and also very effectively record the progress that is made by the pupils during the lesson. They have a very clear understanding of the needs of the pupils who they support and are fully involved in planning both tasks and targets on the individual education plans. For example, in one Year 3 lesson the learning support assistant worked very closely with a group of pupils identifying the names and sounds of letters in the alphabet, a target to be achieved on their individual education plans. The special educational needs co-ordinator ensures very well that the learning support staff work with pupils to meet their specific needs.
22. The factors above are the reason why standards overall in English, mathematics and science are improving. In addition, teachers are now making good use of the National Literacy Strategy and the National Numeracy Strategy. This is having a positive effect upon raising the standards of attainment in these subjects. Assessment information is used particularly effectively to plan work so that it is well matched to the needs of the pupils in English and mathematics. Teachers set challenging targets for pupils and along with the learning assistants, parents and pupils keep a careful watch on their progress towards these targets.
23. Classroom management is good and despite the challenging behaviour of a few pupils, teachers ensure that most pupils learn effectively. A strong feature is that throughout the school the teachers continually challenge pupils to improve. However, the school recognises that it still has to work hard at providing challenge for its high

attainers in all areas of the curriculum. Homework is regularly set which reinforces what is learnt in school.

24. In the reception classes, teachers employ a wide range of strategies to motivate and stimulate pupils. This makes a good contribution to learning. In Year 1 and 2 and in classes with Year 5 and Year 6 pupils, the range of strategies employed is also wide and standards are rising often from a very low base. Some of the behaviour strategies used in other classes are less effective than others. As a result, in some classes attainment is better than in others. However, throughout the school teachers do not plan enough opportunities for pupils to work independently, for example, researching material for history or geography or carrying out investigations. In some cases, teachers lack sufficient support to ensure that the needs of all their pupils are met.
25. The major areas for improvement in teaching are:
 - to make sure all teachers use the good range of strategies used in the best teaching to ensure pupils' good behaviour and concentration on learning;
 - to ensure planning includes work to challenge the higher attainers;
 - to provide all teachers with sufficient help from teaching assistants to meet the needs of the pupils;
 - to ensure pupils are given sufficient opportunities to develop responsibility for their own learning through independent research and designing and carrying out their own investigations in, for example, science and mathematics;
 - to continue to raise teachers' knowledge and expertise in information and communication technology to enable them to encourage pupils to use it independently for research and completion of work across all areas of the curriculum.
26. The steps taken by teachers to include all pupils of whatever background or ability help pupils learn well. However, one pupil new to the school for whom English is an additional language is not yet sufficiently supported. Additional help has been organised from next term.
27. Teachers mark pupils work carefully and positively. The detailed assessment procedures in the subjects of English, mathematics and in the reception classes enable teachers to monitor the quality of learning and adapt their teaching accordingly.

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

28. The school provides a very good range of extra activities including sport, drama, dance, information technology, outdoor pursuits, residential visits and a breakfast club. Parents appreciate what the school provides in this respect. These activities, together with a good range of educational visits and visitors to the school, contribute significantly to enrich pupils' learning and personal development.
29. The school's provision for personal, social and health education is very good. There are plans to strengthen these further by extending the 'critical skills' programme and the establishment of a school council, will improve this provision still further.
30. Since the last inspection the school's very good links with the wider community have been maintained. The school, together with the Early Years Centre and the Youth Centre, is regarded as a central part of community life. Pupils have been closely involved with the Community Service Volunteers' school grounds project which has

enriched a number of subjects such as design, art, science and personal and social education. There are many other initiatives including local theatre groups.

31. Relationships with other schools are excellent. The working partnership between the school and, in particular, the Early Years Centre and Withywood School, provide significant benefits to the whole community and to the pupils. Close liaison between headteachers, teachers, special educational needs co-ordinators and former pupils exemplify this partnership. The establishment of the Small Education Action Zone is also beginning to ensure that the school benefits from, and contributes to, a wide range of new initiatives.
32. The curriculum for both key stages is wide and interesting and meets the requirements of the National Curriculum. This is a similar finding to the previous inspection. The quality and range of learning opportunities is good overall. Planning is well matched to the needs of all pupils and helps pupils to build systematically on what they already know and can do. Appropriate time is allocated to each subject.
33. The planning to deliver the basic skills in English and mathematics is satisfactory overall and the strategies for teaching numeracy and literacy skills are good. However, insufficient emphasis is placed on developing pupils' investigative and research skills in science and on developing pupils' extended and creative writing across all subjects of the curriculum. Provision for religious education is in line with that set out in the locally agreed syllabus for this subject.
34. The school's provision for pupils with special educational needs is very good. The school is well aware of giving all pupils the same curriculum. Pupils receive very good support from the teacher or from the learning support assistants to enable them to access the same curriculum as the rest of their class, through activities appropriate to meet their needs. Teachers in each year group work very closely together and often group together pupils who have similar learning difficulties. This enables them to make the best use of adult support available. For example, two pupils in Year 6 were withdrawn together to work on similar weaknesses with the special educational needs co-ordinator. The work planned for these pupils met their needs very well and, coupled with the praise and rewards given, had a positive impact on their learning.
35. The previous inspection report highlighted the need to:
 - a) 'implement the school's plans to introduce the progressive skill development in all subjects';
 - b) 'ensure that core subjects are fully planned and taught as separate disciplines'; and
 - c) 'ensure that literacy skills and number skills are taught each day in all classes'.The introduction and effective implementation of National Strategies for Literacy and Numeracy have meant that the school has been very successful in addressing these key issues. Schemes of work are now in place for all subjects and they provide effective guidelines for ensuring the appropriateness of pupils learning.
36. Detailed long-term plans are in place, which reflect the content of the schemes of work. Medium-term planning within year groups is satisfactory. Planning for the shorter term is completed regularly and plans are drawn up which identify appropriate activities to support learning. Weekly plans, particularly for literacy and numeracy give ample detail of the content and progression of these lessons.

37. The provision for pupils' personal social and health education is very good. Sex education is taught within the context of family relationships and together with drugs education is covered through science and personal, social and health education. Personal development is promoted on a day to day basis through the good care and attention that staff pay to all pupils. Overall the curriculum successfully promotes the school's caring ethos and the intellectual, physical and personal development of the pupils. It prepares pupils appropriately for the next stage of their education and the excellent links with partner institutions ensure the effective transfer of pupils at the Foundation Stage and at the end of Year 6 when pupils move on to the secondary schools.
38. The overall provision for the pupils' spiritual, moral, social and cultural development is good.
39. There are strengths in the very good provision for pupils' social and moral development. As a result, pupils have a clear understanding of the difference between right and wrong and most demonstrate this in their daily activities and relationships within the school.
40. The provision for pupils' moral and social development is very good and all pupils are very well supported. The school has a generally effective policy for promoting good behaviour. It places a high priority on equipping pupils with a clear set of moral values, and the importance of good behaviour. The adults in the school present very good models and demonstrate clearly, respect for pupils, including those with special educational needs. They take every opportunity to promote a positive self-image. Pupils are encouraged to respect each other, to form constructive relationships and to work together collaboratively. Pupils throughout the school have the opportunity to be monitors and they are observed preparing the school for assemblies, and sorting and delivering Christmas cards to different classes. The school expects pupils to look after their own property and respect others' property. Pupils raise money for the school and for aid abroad, as when they collected food for the people of Macedonia. Some pupils will be carol singing at the local old peoples' home in the near future. These activities help pupils appreciate their responsibility to both the local and the wider community. Pupils' social confidence is further developed, by welcoming visiting speakers and theatre groups to the school. Their own visits to places of interest, and to various residential venues play a significant part in developing social and interpersonal skills and self-confidence.
41. The provision for pupils' spiritual development is satisfactory. Collective worship meets statutory requirements and makes a positive contribution to pupils' spiritual development. The daily assemblies are thoughtfully prepared and delivered. Pupils are given opportunities to consider the purpose and value of prayer and gain some knowledge and insight into the values and beliefs of others. In an assembly, pupils are reminded of the Eid and Divali celebrations considered earlier and are introduced to another festival of light - Hanukkah. Pupils are given opportunities to think about the feelings of others, for example when pupils were encouraged to look at a Jan Steen painting and consider those who have little and are alone at Christmas. However there are limited, planned opportunities for pupils to reflect upon aspects of their own lives, different beliefs and the wonders of the world they live in.
42. The school is successful in promoting pupils' appreciation of their own cultural traditions through its planned provision in curricular areas such a history, art and geography. Art displays include examples of pupils' work in the style of different artists such as Van Gogh, Romney and Steen. Reference is made in assembly to

the music of Mozart and music lessons allow pupils to appreciate a number of composers. Pupils visit a variety of local places of interest such as the Bristol Docks, the Industrial Museum and Blaise Castle. Some travel further afield, for example a group visited the site of D-Day landings at Omaha Beach in Arrondissement and met veterans from the landings there. However, lessons and displays do not provide pupils with sufficient opportunity to develop an appreciation of the rich and diverse cultures within their own native British Isles and from non European cultures. This weakness was highlighted in the previous inspection report and has yet to be addressed fully.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The support and guidance which pupils receive are very good and parents feel comfortable about approaching the school with questions and problems. The teaching and non-teaching staff know the pupils well and respond to their needs. The under-fives and pupils with special educational needs receive very good support.
44. The procedures for monitoring and recording pupils' personal development are informal and unstructured. However, procedures for identifying pupils with special needs is good. Pupils' annual reports are satisfactory but they do not contain specific information about personal and social development.
45. The school policies and procedures for promoting discipline and good behaviour are good. Policies and procedures for promoting health and safety are good overall. However, the play area for the reception year lacks a safe and secure boundary, a fact that was an issue at the last inspection. The absence of a visitors' book means that the school cannot know with certainty who is on site at all times of the day. Procedures for child protection are very good and overall, procedures for ensuring pupils' welfare are good.
46. Procedures for assessing pupils' academic attainment and progress are very good overall. In the core subjects of English, mathematics and science assessments are undertaken regularly and teachers keep extensive records of pupils' current attainment in all subjects. This information is used effectively to ensure that pupils are provided with work that is suited to their individual needs. The information is used particularly well to track the progress of groups and individual pupils. All pupils are provided with individual and weekly class targets. These are regularly reviewed and the information gained is used very well to build on the pupils' self-esteem and motivate the pupils further.
47. The school is very effective in identifying pupils with learning difficulties soon after entry into reception and in close conjunction with the Early Years Centre and this has a positive impact on the progress made by the pupils. The school uses its assessment procedures very well to identify pupils who need additional support and to ensure their needs are met. Teachers review pupils' targets, which are of very good quality, on their individual education plans each term, and where possible, the parents are involved.
48. The special educational needs co-ordinator receives detailed information about any pupil new to the school and is able to identify any concerns. These are shared with the pupil's teacher and the necessary support given to ensure that the pupils are given very good care. The school's early intervention has a positive impact on the very good progress the pupils make. There are excellent links with other agencies to ensure that pupils receive as much support as possible. For example, the special

educational needs co-ordinator and headteacher meet with the educational psychologist and representatives from the learning support service and the behavioural support team to discuss the needs of individual pupils and to seek advice on how best their needs can be met within the school. In conjunction with the local cluster group, the school has funded a speech therapist. She liaises very closely with the teachers and special educational needs co-ordinator and the school benefits significantly from her regular and consistent expertise. All individuals involved know each of the pupils extremely well and the school is very successful in caring for pupils who are known to need particular attention and for whom the school needs to be particularly vigilant.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school's partnership with parents is satisfactory. The very small percentage of parents who responded to the pre-inspection questionnaire or attended the pre-inspection parents' meeting have very positive views of what the school provides and achieves. Parents believe that they are well informed about how their children are getting on, that the school works closely with them and that the children get the right amount of homework.
50. The school communicates regularly with parents through regular newsletters, parents' meetings and annual reports. Parents also know that they can discuss issues informally with staff. However, the annual governors' report to parents does not meet the statutory requirement as it does not contain information about progress of the post-inspection action plans, special educational needs, security, staff development nor sporting aims and achievements. Parents rightly believe that the children like coming to school, are encouraged to work hard and do their best and that the school helps them to become mature and responsible. Parents also believe that behaviour is good. Sometimes it is not.
51. The school makes significant efforts to encourage parental involvement in the life of the school, so far with limited success. A small number of parents provide support in the classroom and there is a small but supportive parent group (Caring and Supporting Hareclive – CASH). There is also a fathers' group that provides practical maintenance of the school buildings and grounds, and pupil support. The school believes that the contribution of parents to children's learning at home and at school can be improved and this area is an important part of the Small Education Action Zone strategic plan.
52. Parents of pupils with special educational needs are fully involved in the special needs' process. The targets, on the individual education plans, are discussed and reviewed during parent consultation evening and alternative times are available if the parents are unable to attend. They are also invited to attend or contribute to the annual reviews for pupils with Statements of Special Educational Need. However, a significant number of parents fail to take full advantage of these opportunities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The quality of leadership and management are very good. It was generally a strength at the time of the last inspection but there were some things which required some improvements and the school has made good progress in addressing nearly all of these shortcomings and the other key issues indicated in the previous report. For example, the school development plan has improved significantly. It is now closely linked to a larger development plan for the schools of the area as part of a wider

improvement strategy. This is the driving force behind the school's long-term development plans and is firmly based in raising standards in subjects and in reviewing the school's progress towards the targets set. Some co-ordinators, for example for literacy and numeracy have had good opportunities to look at how teachers teach and pupils learn by visiting classes to see for themselves. There are plans for these opportunities to be extended to all co-ordinators but as yet these initiatives have not been put into full effect. The school has made a good start at introducing a scheme to provide pupils with the necessary skills to apply when studying. These skills are not as yet taught across the school. English, mathematics and science are planned and now taught as separate subjects. The school fully meets the requirements of the National Literacy and Numeracy Strategies.

54. Following the previous inspection report, the school attempted unsuccessfully to provide a safe and secure area for children under five to use. The setting of large tyres around the perimeter of an area designated for reception children does not provide an adequate barrier to prevent these children leaving the area nor does it discourage the unauthorised entry of other pupils and adults. The school has identified this as a priority for improvement and anticipates that this issue will be dealt with as part of a larger building scheme. The school functions smoothly and day-to-day administration is effective and cheerful. Staff are very committed to providing a good education to all pupils and they work closely and supportively to achieve this. There is a strong sense of care amongst all teachers and learning support assistants who generate a very positive attitude to learning. The school is very well placed to improve further.
55. The management of the provision for pupils with special educational needs is very good. The co-ordinator is very experienced and all the paperwork is well organised. The requirements of the Code of Practice are fully met. There is a very thorough special educational needs policy, which endorses the school's commitment to the full inclusion of all pupils. The special educational needs co-ordinator very effectively monitors the targets on the individual education plans and the overall provision for pupils with special educational needs. She is also responsible for the training and deployment of the learning support staff. The learning support staff are invited to attend training sessions relevant to all staff working in the school, for example behaviour management, and also have outside speakers to support them with their training needs. The governing body are well informed about the special educational needs provision in the school through the co-ordinator's report and through the special educational needs governor who has a very good knowledge of the needs of the pupils, the provision given and the required procedures. The governing body is kept well informed of these.
56. The headteacher provides an inspirational lead to teachers and to all those connected with the school. The positive and optimistic ethos of the school which is reflected in its aims and objectives are lived out daily in the energetic and constructive way the school is managed. This is a major strength of the school. It has the effect of giving teachers and pupils confidence in their abilities to succeed and to strive hard in often difficult circumstances to do so. There is now a thorough system in place for the headteacher to review the progress the school is making towards the targets it is setting for itself and to set targets for individual pupils to achieve in the future. The school makes effective use of information and communication technology in this process. The performance of individual pupils and that of groups of pupils (such as the performance of boys against girls) is carefully noted. Where necessary, support is given to help overcome any difficulties. As a result standards are rising.

57. Teachers are given good help when they join the staff so that newly qualified teachers and those taking up appointments from elsewhere are well aware of how they should teach and manage their pupils. As a result, they are able to settle into the school's routines quickly and make a significant early contribution to the progress pupils make. To assist in this process the headteacher visits classes regularly to look at the way teachers teach and pupils learn.
58. The governing body is well led and fulfils its responsibilities effectively. The Chair of Governors is a regular visitor to the school and is well informed. The governing body has a strong committee structure which ensures that initiatives are carefully thought out and rigorously followed up. The school budget is well controlled. Resources for teaching are generally adequate and readily to hand. However, there are some weaknesses. Much has been achieved in making the grounds a stimulating environment, for example in the garden area created by the involvement of a BBC television gardening programme. However, children in reception classes do not have sufficient large apparatus and wheeled toys to use and there are limited opportunities for these children to play outside in a safe and secure play area constructed for this purpose. The overall state of decoration is unsatisfactory although in a few classes good attempts have been made to rectify this.
59. While the school employs a generous number of classroom assistants for the size of the school, their help is often directed towards pupils who have specific special educational needs. As a result, in many classes where the behaviour of a minority of pupils is problematic, the teacher often lacks adequate support in maintaining daily routines and ensuring that all pupils work purposefully.
60. Pupils enter the school with levels of basic skills which on the whole are poor. Overall pupils make good progress although in many cases their levels of attainment are still below average. Taking the overall good quality of teaching, the very positive way the school is managed and the progress pupils make, set against the very high level of income per pupil the school receives, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. The headteacher, staff and governors should:

- (1) Raise standards across the school by a) extending the teaching of critical skills* to all classes, b) providing more planned opportunities to speak, listen and write in extended forms and (c) giving pupils more opportunities to experiment in investigative science.
(paragraphs 2, 4, 5, 9, 25, 33, 53, 81, 102)
- (2) Provide children in the reception classes with appropriate space and resources for their physical development and ensure that they have ready access to a safer, secure outdoor play area for their use.
(paragraphs 54, 58, 64, 76)
- (3) Improve the match of learning support assistants to the overall needs of classes across the school.
(paragraphs 25, 59)
- (4) Improve the general state of decoration around the school.
(paragraph 58)

Minor Key Issues

- (1) Review the school's procedures and links with the Educational Welfare Service to raise attendance levels to at least the national average.
(paragraph 18)
- (2) Look at ways of strengthening further parents' involvement in the life of the school.
(paragraph 51)
- (3) Strengthen the multicultural dimensions of the curriculum.
(paragraphs 42, 110)
- (4) Address the shortcomings in the governor's annual report to parents of which the school is aware.
(paragraph 50)

***NOTE** Critical skills are the skills pupils need to acquire to help them learn effectively in all subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	16	36	20	2	0	0
Percentage	2.6	21.1	47.4	26.3	2.6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	346
Number of full-time pupils known to be eligible for free school meals	n/a	185

FTE means full-time equivalent.

Special educational needs

	Nursery	YR - Y6
Number of pupils with statements of special educational needs	n/a	6
Number of pupils on the school's special educational needs register	n/a	84

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence

	%
School data	9.0

Unauthorised absence

	%
School data	1.7

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	24	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	20
	Girls	17	18	20
	Total	32	32	40
Percentage of pupils at NC level 2 or above	School	63 (57)	63 (72)	78 (78)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	19	18
	Girls	18	20	17
	Total	34	39	35
Percentage of pupils at NC level 2 or above	School	67 (65)	76 (63)	69 (65)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	20	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	18
	Girls	13	10	18
	Total	24	21	36
Percentage of pupils at NC level 4 or above	School	59 (49)	51 (43)	88 (71)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a (43)	n/a (45)	n/a (65)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	292
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	7	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)	15.2
Number of pupils per qualified teacher	22.9:1
Average class size	26.8

Education support staff: YR - Y6

Total number of education support staff	9
Total aggregate hours worked per week	292.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	933,141
Total expenditure	903,000
Expenditure per pupil	2,625
Balance brought forward from previous year	8,058
Balance carried forward to next year	22,023

Recruitment of teachers

Number of teachers who left the school during the last two years	4.8
Number of teachers appointed to the school during the last two years	5.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	346
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	41	0	0	0
My child is making good progress in school.	65	32	0	0	3
Behaviour in the school is good.	54	43	0	3	0
My child gets the right amount of work to do at home.	49	46	3	3	0
The teaching is good.	56	40	2	2	0
I am kept well informed about how my child is getting on.	54	35	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	70	27	0	0	3
The school expects my child to work hard and achieve his or her best.	62	35	0	0	3
The school works closely with parents.	41	54	5	0	0
The school is well led and managed.	70	30	0	0	0
The school is helping my child become mature and responsible.	65	35	0	0	0
The school provides an interesting range of activities outside lessons.	46	49	0	0	5

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

62. Children in both reception classes make good progress in their learning as the result of the very good quality of provision made. The quality of teaching is consistently of a high standard and teachers and support staff work closely together as a team. This is an improvement since the time of the last inspection.
63. Teaching is good in all areas of learning. In the best lessons, teachers have good knowledge of the curriculum for children of this age and understand how the curriculum should build on what the children already know and can do. There is a clear link between the planned activities for children and what the teachers want them to learn. Explanations are careful and well paced and teachers ensure that time is shared equally with all children. Established assessment procedures ensure that lesson preparation is matching children's needs. Specific strengths and weaknesses of individual children are identified within the end of week evaluation and these are used to help plan the next week's work. All adults effectively participate in assessment of children. Good use is made of symbols of smiley faces and stickers to continually record children's progress in all six areas of learning. Teachers know the children well and are very sensitive to their needs and abilities.
64. Teachers make best use of the limited accommodation to enable the children to move freely and have access to a wide range of interesting and challenging activities. The provision of a safe and secure outdoor play area, the issue that rose in the last inspection, has not been resolved. Children have access to outside play under the close supervision of an adult for imaginary play, writing on boards or the ground, and construction activities. There is no large equipment suitable to support the development of skills such as climbing, peddling or pushing.
65. There are very good links with the nursery, a designated Centre of Excellence, which most children attend. Both the nursery and reception class teachers meet regularly to share children's achievements, events in the school such as the Nativity performed by the reception children and planning suitable activities to effectively promote children's learning. This strong link has a very positive effect on the progress that children are making. As a result, children settle quickly into their new environment and teachers effectively build on previous learning.
66. The results of tests carried out when children enter reception classes show they are well below the expected skills in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. Children make very good progress and by the time they are ready to begin work in Year 1 the majority will be in line with expectations in their personal, social and emotional development. Although children make good progress in skills of communication, language and literacy, mathematical development, physical and creative development and knowledge and understanding of the world their standards are below those expected of children of this age at the end of the Foundation Stage. Providing regular and frequent physical activity indoors and outdoors is hindered by lack of equipment and a secure outdoor area.

Personal, social and emotional development

67. Appropriate induction procedures ensure that most children enter reception with some measure of confidence. Children make very good progress in personal, social and emotional development with most in line with expectations of the learning goals by the end of the reception year. Staff work very well together and provide good role models for children, treating each other and the children with courtesy and respect. Perceptive use of praise and encouragement gives children a positive feeling of self-worth and pride in their achievements.
68. Teaching is particularly good in this area. Teachers and other staff successfully use all opportunities to further children's personal, social and emotional development. Children are encouraged to fetch their own coats and dress when going outside and have suitably planned opportunities to work and play together, for example through the reception children's performance of the Nativity for the school and parents. The focus of the teaching helps children to become more independent and self-reliant; a good range of activities encourages children to make choices and decisions for themselves and to take the initiative in some situations. Children choose learning activities independently and help tidy away efficiently. Teachers plan particularly effectively a variety of interesting tasks and activities. They ensure that there are good levels of support to develop co-operation amongst the children. Children are increasingly prepared to take turns and to share resources. They are well behaved, polite and have good awareness of simple class rules. They are developing good listening skills and make good progress in the ability to concentrate on the tasks they are set. Children are learning to work and play together, although some children indulge in solitary play, failing to interact with others who are involved in the same activity. Children support each other well and are happy and secure in their environment.

Communication, language and literacy

69. Language skills are well below expected levels when children enter the reception classes. Progress is good although by the time the children end their reception year indications are that most children will achieve below what is expected of children of their age. In both reception classes the children enjoy listening to stories but have very limited speech patterns. There is well-planned focus on the development of knowledge and understanding of the features of a book. Many children can identify the title, cover, picture and print. They point where to start reading and know to read from left to right. Children are increasingly confident in developing their reading skills. Through well-planned guided reading sessions, children are successfully developing recognition of the main characters of the school's reading scheme. Children enjoy books and handle them with care. They are given frequent opportunities to talk, extend their language skills and express themselves through conversation.
70. Teaching is well planned to introduce children to the significance of letter sounds. This is evident by the progress children quickly make. They successfully match pictures and objects to initial letter sounds they have learnt. Activities at the pre-writing table are popular and children are proud of the marks they produce. The messages children wrote to Father Christmas illustrated improved attempts at letter formation within their emergent writing. Their letter formation shows good development. Most children make good attempts to write their own name on their own or by copying. The most able children recognise their own name and can select their 'Sounds' book from a pile.

Mathematical development

71. Children's mathematical understanding on entry to the reception classes is well below expectations. Through using a good range of suitable, first-hand, practical activities children make good progress in their understanding of number but remain below expectations with a significant minority on line to achieve the Early Learning Goals when they leave reception. The teachers and other staff use most opportunities effectively to consolidate and extend children's understanding of number. Children in both classes can count to ten with a significant minority of more able children able to count to 20 and being familiar with the term two-digit number. Many children recognise numbers to five and a significant minority can recognise numbers to ten and make good progress in recognising numbers beyond ten. Counting songs and number rhymes successfully support the development of number sequencing and understanding. Good intervention by teachers successfully promotes children's understanding of mathematical terms such as one less, the number before, one more and the number after.
72. Well-planned play in their wet and sand areas encourages children to develop practical methods of learning about volume and measurements. Cooking is a strong feature of the reception classes. Children have a range of experiences such as making gingerbread men, bread rolls for harvest and a white chocolate Christmas cake. They are familiar with terms such as teaspoon, tablespoon, and half-full, big and small amount in reference to measurement. The class Advent calendar is a favourite that effectively supports recognition of number and simple shapes through the countdown to Christmas.

Knowledge and understanding of the world

73. Reception children have a suitable range of practical experiences that effectively develop a growing awareness and knowledge of the world around them. They make good progress but are below expectations for this area of learning. A significant minority of children are on line to meet the expected level for children on leaving the reception class. A good sense of time is developed through children's progress in knowing the daily routine. The daily routine of considering the class calendar, its day and date and reinforcement of the month, the season and the weather successfully develops children's awareness of change and passing of time. Through planting hyacinth bulbs in preparation for a Christmas present for an adult at home, children have a growing understanding of the needs of a plant to grow. Children understand the terms hot and cold and show good understanding of the dangers of hot objects. During the inspection children showed wonder and excitement when white chocolate was melted in a microwave in preparation for making white chocolate Christmas cake. They are developing awareness that chocolate goes hard when cooled.
74. From scrutiny of earlier work a good range of experiences successfully develops children's knowledge and understanding of the world. For example, through use of their senses children discovered a range of new smells and tastes following on from the story of Handa's Surprise. Exciting discoveries were made using magnets or magnifying glasses. Children are confident to use the computer to support their learning. They use the computer mouse with an appropriate degree of accuracy to move the cursor and click in response to the programme such as an art programme for colouring shapes or objects. Children are beginning to know about their own culture and beliefs through their performance of the nativity for the school and their parents.

Physical development

75. Children's physical development is below that expected for their age. In the classroom children use and manipulate construction and play equipment with growing confidence and dexterity. Improving hand control is evident in children's attempts at writing, drawing and colouring. They successfully roll and shape malleable materials with an appropriate awareness of safety when using small tools. Teachers' praise and encouragement results in positive efforts and improvements.
76. Children's large-scale movement is underdeveloped. Although two sessions per week are timetabled for reception classes to use the hall, the lack of suitable equipment hinders the development of children's co-ordination, control and ability to move more effectively. These hall sessions were not seen during the inspection. The last inspection report highlighted the need for a safe and secure play area for children under five. This has not been realised and with the lack of suitable equipment and apparatus children are unable to effectively develop their large-scale movement through climbing, balancing, swinging, sliding, pushing and pulling.

Creative development

77. Children's development in this area of learning is below that expected for children of this age. However, through a well-planned range of techniques and media children are successful in increasing their confidence and skills. Children use paintbrushes, pens, pencils and crayons with growing confidence. The majority approach their work carefully and take pride in the finished appearance of their work. Children are familiar with handprints, sponge printing and mixing paints to obtain autumn colours. With growing dexterity children paint, cut and glue successfully to make artefacts to take home at Christmas. Much enjoyment is had singing songs together during their nativity performance. Children sing tunefully with good dynamics and diction.

ENGLISH

78. Standards in English are well below average at the end of Key Stage 1 and below average at the end of Key Stage 2. Results in the latest national tests show that when compared to schools nationally standards in speaking and listening, reading and writing were very low at the end of Key Stage 1 and well below average at the end of Key Stage 2. However, the school's performance in the English tests at the end of Key Stage 2 was close to the average for similar schools. A significant number of pupils in Year 6 are attaining below average standards in reading and writing but the proportion of pupils who achieve average levels is in line with expectations. A small number of pupils achieve above average levels. Test results have risen over the past four years at a greater rate than the national trend.
79. Pupils enter the school with poor speaking and listening skills. They have a very limited vocabulary and lack confidence when talking to each other and with teachers. Pupils make good progress but still a large proportion of pupils start Year 1 with standards below expected levels. Satisfactory progress is made throughout Key Stage 1 but despite the good quality teaching in Year 2, attainment is well below average in speaking and listening, reading and writing by the age of seven. Progress overall is good at Key Stage 2 with ten and 11 year olds particularly achieving well. Pupils with special educational needs make similarly good progress towards meeting their individual targets. The progress made is the result of the good quality teaching and high expectation of work at the upper end of the school.

80. The introduction of initiatives such as those to improve reading skills like Phonographix, Jolly Phonics, Reading Recovery programmes and additional literacy support have led to improvements in reading. The development of critical skills teaching and the expansion of writing conferencing are having a similar positive impact upon writing standards. Other initiatives such as WILF and TIB inform pupils about their learning targets and have a significant impact upon pupils' good achievement in Key Stage 2.
81. The school has implemented the National Literacy Strategy well, and as a result there have been significant gains in standards in English. However, the lack of consistent, planned opportunities to develop speaking and listening skills throughout the school restricts the extension of pupils' vocabulary. Their chances of expressing opinions and explaining ideas in lessons are similarly limited. Some teachers encourage careful listening and give pupils the time to get their ideas across. As in a Year 5/6 class when low ability pupils compared the lives of the rich and poor in Dickensian times. Also in a Year 5 class when pupils make good gains in speaking skills when in pairs they discuss dialogue and role play the parts of characters in Jan Marks' 'William's Version'. However, the school needs to put a more consistent emphasis on improving pupils' vocabulary in each subject. Too often there are insufficient opportunities for pupils to put forward their own views and, as a result, many pupils are hesitant and lack confidence when explaining their thoughts or reading to an audience. Some teachers accept single word answers without asking the pupils to expand their ideas or to elaborate their contributions to the discussions.
82. The school has raised attainment in reading by encouraging pupils to read regularly at school and supporting them with a variety of teaching strategies designed to improve their reading skills. As a result, although attainment in reading falls short of national expectations at the end of both key stages most pupils make good progress and achieve well in reading. During Key Stage 1 pupils develop their reading skills with a strong emphasis on the sounds words make and word building. As when Year 1 pupils are encouraged to use sound pictures to distinguish between the **ee** sounds in word such as: **meat**, **sleep** and **mummy**. More able pupils in Year 2 use both graphic and context clues to answer questions about the story 'Figgy Roll' by M Rosen. Throughout the key stage, as a result of the literacy strategy, pupils are introduced to a range of texts through which their reading skills are systematically developed and reinforced. The guided reading sessions are used well in this regard. A number of pupils in Key Stage 1 understand terms such as 'title', 'author' and 'illustrator'. More able younger pupils can read simple books with fluency and are able to draw upon their recognition of words, and knowledge of letter sounds to make sense of unknown words. However, a significant number of pupils in Year 2 do not yet have a firm understanding of letter sounds and blends and often make inappropriate guesses at words when reading.
83. Although pupils have a much firmer knowledge of basic skills by the end of Key Stage 2, standards remain below national expectations. Pupils read words more accurately but find it difficult to use inference and deduction when considering different stories. Some pupils understand the library organisation and can describe the processes of locating and retrieving information from books. However, there are few planned opportunities for pupils to use the reference section of the library to develop independent research skills and this has a negative effect upon developing reading skills.
84. The standard of both spelling and writing is below average at the end of both key stages. Writing standards are improving particularly at the upper end of the school. A

number of seven year olds can write simple sentences, spell some words correctly and use capital letters and full stops with increasing accuracy. However, a significant number of pupils do not yet understand how words are built up from individual letter sounds and blends and consequently their spelling is erratic. Too many pupils make many spelling errors in their writing and their handwriting skills are poor. Progress in writing is restricted by the use of simple work sheets, which do not encourage pupils to express themselves or develop an individual writing style. Older pupils are achieving well but the limited vocabulary, particularly of the lower attainers, restricts their attainment in their use of writing.

85. Throughout Key Stage 2, within the literacy hour grammar and punctuation are taught systematically and pupils write for a range of reasons. Year 4 pupils recognise errors in sentences and use simple adjectives appropriately.
86. The focus in most literacy lessons has been to improve reading skills and this has been successful. However, lesson observations and the analysis of pupils' work indicates they have too few opportunities to write creatively or to any length. There are insufficient planned opportunities for pupils to develop skills in writing in other subjects such as history and geography or to write about their findings in science and design and technology. The school has recognised this need and priority is given to it in the school development plan. Handwriting and careful presentation are emphasised in some classes at the upper end of the school but overall the quality of handwriting is below average. Many pupils have poor pen and pencil control.
87. Pupils with special educational needs and English as an additional language make good progress as a result of informed structured teaching and skilled experienced support. The targeting of pupils using a range of assessments and carefully structured phonic work has a positive impact upon standards. This is an improvement on the previous inspection when pupils were found to be making at least satisfactory progress with some pupils making good progress.
88. The school has therefore improved its provision in English for pupils with special educational needs. Despite this their literacy skills are still well below average and this makes learning across the curriculum difficult.
89. The quality of teaching is good at both key stages. Over two thirds of the teaching seen was good or better and there were no unsatisfactory lessons. Teachers across the school have a good understanding of how to teach reading and writing, and almost all are very confident and competent in delivering the National Literacy Strategy. Teachers make good use of questioning to develop understanding and extend learning and they pay good attention to using subject specific vocabulary, as in Years 1 and 2 when they focus on 'author', 'illustrator' and 'title', and in the upper school when pupils consider 'narrative', 'dialogue'. Year 6 pupils are becoming familiar with 'conjunction', 'prepositions' and 'connectives' when analysing play texts. Teachers show enthusiasm for the subject, which has a positive effect on pupil confidence and interest. Other characteristics of the good teaching seen are well-planned lessons and good management of pupils and support staff. Teachers use praise well to reward pupils' efforts, raise self-esteem and encourage pupils to achieve as well as they are able. Many teachers have high expectations of the pupils and there is clear emphasis on the directive 'You Can Do It!' This has a positive impact upon learning and progress. In the Year 6 class the use of information and communication technology to analyse and highlight text was a very effective and exciting teaching strategy. There are good examples of ongoing assessment and the use of assessment of pupils' work to plan lessons is generally well established. In

most lessons the plenary session is used well to challenge pupils to analyse their own learning and to highlight the purpose of the lessons. There are examples of supportive and analytical marking, particularly towards the end of Key Stage 2. It is regular and helpful and has a positive impact upon progress.

90. The management of English is good. The co-ordinator provides very effective leadership by looking at teachers' plans and how they teach. Lesson observations and the detailed feeding back of analyses to staff have had a positive impact upon the quality of teaching. The co-ordinator has been central in the development of the policy document and in the implementation of the National Literacy Strategy. She works with the other schools in the local network and updates the staff on planning information. The school now makes detailed analyses of standard and national tests which inform the long and medium-term planning to meet the needs of pupils. From these individual targets are set and booster groups are planned for the spring term. The school has recognised the need to improve standards in English and the priorities included in the school action plan indicate that the school is in a good position to move forward.
91. The overall improvements in the teaching and management of English represent a significant improvement since the last inspection and address well the key issues raised in the inspection report.
92. Resources for the teaching of English are satisfactory, overall, and they are used well within classrooms. The reference library area is unattractive and currently underused by pupils carrying out independent research activities. This has a negative impact upon non-fiction reading and writing in particular but also on the effective use of literacy skills across the curriculum.

MATHEMATICS

93. Standards at the end of Key Stage 1 are below average and are average at the end of Key Stage 2. This is a better picture than at the time of the last inspection when standards were below average at the end of both key stages. In the 2001 national assessments for seven year olds, results were well below average when compared to schools nationally and to schools considered broadly similar. At the end of Key Stage 2, results in the national tests for 11 year olds were well below average when compared to schools nationally and below average for schools considered broadly similar. When these results are compared to how these children attained in the end of Key Stage 1 tests four years previously, their attainment is as expected. Taking the performance of boys against girls in the end of Key Stage 2 tests between 1999 and 2001, girls and boys both attained below the national average and the attainment of boys was lower than that of girls over this period.
94. The improvement in the overall performance of pupils in the national assessments in mathematics between 1997 and 2001 is encouraging. In 1997, standards were very low. Since then standards have improved at a faster rate than the national trend of improvement. Currently, in part as a result of the impact of very good teaching towards the end of Key Stage 2, standards amongst 11 year olds observed in lessons are now average. The school is well on the way to meet the targets it is setting for itself in this subject. This is an impressive feat. Improvements are also closely linked to the rigorous and thoughtful way the school is now using the information it collects from national tests and other assessments to provide individual help to pupils to enable them to reach their full potentials. Standards in numeracy closely match those in other areas of mathematics.

95. Pupils with special educational needs make sound progress and take a full part in their lessons. Work is carefully planned to meet their individual needs, although some pupils' behaviour is problematic. This occasionally has a negative impact on the progress some of these pupils make.
96. In Key Stage 1 pupils are able to recognise how to make 20 by adding two different number combinations together. They are able to count on confidently to 100 and double small numbers. They know the names of some two dimensional and three-dimensional shapes and their properties but do not understand what is a right angle or the difference between horizontal and vertical lines. They are able to recognise simple fractions as part of a whole. In Key Stage 2 pupils are able to recall multiplication tables accurately, they are able to tell the time to the hour and some, but not all pupils are able to recall time in hours and minutes using digits. They are able to conduct simple surveys, for example about pupils' favourite fruit and record their findings graphically. Opportunities to utilise information and communication technology in this process are not taken up sufficiently for pupils to know the potential of this technology to interpret and display data quickly. Older pupils in Key Stage 2 are able to recognise place value up to 10,000 and understand the meaning of simple fractions. They know that fractions can also be written in decimal form. They are able to recognise that a quarter is equivalent to 25 per cent. They are able to identify and follow patterns in sequences of numbers and predict what number will occur next for example, in looking at square and triangular numbers. Pupils make very good progress towards the end of Key Stage 2 and their work is invariably set out neatly which reflects the high expectations set for them to achieve.
97. The quality of teaching is good. In the best lessons the teacher is very well organised so that resources to help pupils understand what the lesson is about are readily to hand. Good use is made of information and communication technology to display the work to be accomplished. The teacher has very high expectations and makes them clear in a quiet but determined way. Pupils are encouraged very well to work hard and their efforts are warmly recognised. For example, the teacher describes one pupil's progress as "unbelievable" and as a result all pupils maintain concentration well and are eager to please. The work is made interesting by the stimulating way in which it is introduced and pupils are encouraged to think things out logically. Work is well matched to the different abilities of pupils in the class. The teacher has a secure knowledge and passes on an enthusiasm for the subject by the lively and dramatic way pupils are 'challenged' to get the correct answers. A particular strength is the way in which the teacher quickly modifies a question so that pupils are not given any time to become bored or disinterested. There is a clear urgency given to the importance of completing the tasks in the time available. The lesson is rounded off very well so that pupils can recognise and take pleasure in what they have learnt. The teacher does this by saying "I'm going to prove to you what you know". This is done by a series of questions. Praise is given enthusiastically. This acknowledges pupils' successes very well.
98. In the very small number of lessons where teaching is unsatisfactory the teacher does not ensure that the work is well matched to pupils' abilities, so that they learn little because the task is beyond them. The teacher is unable to apply the school's behaviour policy effectively and the lesson slows in pace because time is wasted in dealing with issues of behaviour. The lesson does not follow its planned course and as a result there is no time to review what has been learnt. In some circumstances there is insufficient help for teachers from classroom assistants.

99. The quality of marking is good and particularly towards the end of Key Stage 2 sets out clearly what pupils need to do to improve. There are appropriate arrangements for homework, for example in following-up an investigation begun in class. These tasks are set regularly.
100. The co-ordinator provides a knowledgeable and positive lead and has been well supported by advice from outside the school, for example in the implementation of the numeracy strategy which is taught well across the school. A strength is the way in which the co-ordinator carefully reviews pupils' assessments and identifies areas of weakness which are then addressed, for example in understanding the meaning of the words in a mathematical problem. The co-ordinator has had good opportunities to visit classes regularly to review the way in which pupils learn and teachers teach. This information is used well to provide additional training and support for teachers. The budget for the subject is adequate and well managed by the co-ordinator so that resources are appropriate and of a satisfactory quality. They are readily available.

SCIENCE

101. In 2001 pupils' attainment at aged seven, were well below the national average when compared with all schools and well below when compared with similar schools. Those pupils attaining the higher levels were well below average when compared with all schools and below average when compared to similar schools. In the national tests in 2001, pupils' standards at age 11 were well below the national average compared to all schools, and average when compared with similar schools. Those pupils attaining the higher levels were well below average when compared to all schools and average when compared to similar schools.
102. The standard of work seen in the school during the inspection showed pupils' work in Key Stage 1 to be well below national expectations and in Key Stage 2 work is just below average. However, pupils achieve well. They enter the school with very low ability in science and make good progress to achieve work that is close to the average by age 11. They make very good progress when compared with attainment when they were aged seven. The area in which pupils are least successful is in their ability to carry out science investigations independently.
103. Pupils in Year 2 carry out some work that is in line with expectations, for example, an investigation to find the effect the height of the ramp has on how far, in centimetres, a 'car' travels when it reaches the bottom. However, other work such as 'food is needed to stay alive' and the comparison of themselves 'now' and 'when they were babies' is well below expectations. This is because the vast majority of pupils lack the language skills to work independently and need a large amount of help and support to complete work. This results in pupils lacking the skills to, for example, choose from a range of suggested ways to plan an investigation.
104. The vast majority of pupils at 11 are able to display basic knowledge from teacher directed text, for example, their work on beneficial and harmful microbes and to record the amount of force in newtons needed to lift a range of objects. Pupils are aware that shadows are formed on a screen when an object blocks the light shining on it and they create a line graph of the relationship between the distance between the object and the shadow, and the size of the shadow. A significant minority are able to predict what will happen to the size of the shadow when light source, object or screen is moved, however too few are able to do this independently.

105. Since the last full inspection in 1997 standards in the aspects tested by national tests have improved significantly. In 1997, 65 per cent of pupils at 11 reached the expected Level 4 or above but in 2001 this was raised to 88 per cent, which is very close to expectations. However, insufficient numbers of pupils reach Level 5 or above to match the numbers found in the majority of schools nationally. Science is now taught as a separate subject throughout the school and the new co-ordinator has started reviewing science lessons throughout the school. School planning for science is now complete and based on a nationally approved scheme which ensures pupils get a curriculum that systematically builds on their knowledge and understanding from one year to the next. However, teaching is often over directed and does not provide sufficient opportunities for pupils to develop the skills necessary to plan and carry out their own investigations.
106. Pupils enjoy science and the practical challenges it creates. For example, in a Year 5/6 class pupils worked with great enthusiasm wrapping ice in different materials to find their effect on the rate of melting of the ice. In a Year 4 class pupils were enthralled by watching wood lice 'choose' one of the habitats offered in an investigation to find out which habitat they liked best. In the majority of classes the contribution of science to literacy is through pupils recording their investigations but also in developing speaking and listening when planning investigations and discussing results, for example, in Year 5 when discussing which material makes the best thermal insulator. The contribution science makes to the development of pupils' numeracy skills is through, for example, the drawing a line graph by Year 6 in the shadow investigation given above and measurement of the distance a car travels after reaching the bottom of a slope by Year 2 pupils. Information and communication technology is used in Year 5 to, for example, monitor the change in temperature in a classroom over 24 hours but not yet exploited the potential in science for the presentation of work using a word processor or multimedia presentations. Virtually all pupils have equal access to the curriculum including those with special educational needs who are well supported by teachers and support staff and make good progress.
107. The quality of teaching is good overall in both key stages and no unsatisfactory lessons were seen. Teachers' strengths are where their good knowledge and understanding, control and relationships encourage good pupil attitudes, involving them in learning and maintaining their interest. For example, Year 5 pupils were very involved in developing a test to investigate thermal insulators and were constantly challenged by the teacher as to the fairness and reliability of their tests. Another strength is in classes where work is planned to enable the range of abilities in the class to succeed, for example, in the Year 6 where the teacher created opportunities for pupils to predict the effect of moving the light source, object or screen has on the size of the shadow. This enabled higher achieving pupils to consider all three independently or even a combination while lower achieving pupils could consider just one of them. However, although there are upper and lower ability classes in each year, and work is generally matched to their ability, overall there is insufficient challenge for higher attaining pupils within the classes. Where teaching is unsatisfactory the teacher lacks the knowledge, understanding and skills to know how to conduct scientific enquiry and to investigate questions. In some lessons they do not have enough help because there is not enough support assistants for the needs of all the pupils.
108. Pupils overall attainment is well monitored through regular assessments. The school has introduced a new system to record pupils' progress but is not yet sufficiently in place to ensure teachers' planning and lesson objectives are securely based on

pupils' prior achievement. The subject is led by a knowledgeable, enthusiastic co-ordinator who has only been in the post since the start of this term and through a review of the curriculum, resources and observation of classes is well aware of the needs of the school. The accommodation and resources for science are satisfactory.

ART AND DESIGN

109. Standards in art are at those expected at the end of both key stages. This is the same as at the time of the last inspection.
110. Within Key Stage 1 pupils look carefully at plans and draw in their sketch books what they see. Many draw confidently in broad outline but lack the necessary fine control to draw in detail. They explore the range of colours that can be made by mixing paints and know how they can be blended together. They are able to design and make a Christmas 'stained glass window' using tissue paper and glue to produce the desired effect. In Key Stage 2 pupils are able to paint in the style of famous artists copying for example, Vincent Van Gogh's 'Starry Night' by carefully breaking the picture down into sections. They are developing a secure understanding of technical terms such as landscape and portrait. They are able to shade and mix colours to produce the effect they desire. Pupils in Year 5 and Year 6 are knowledgeable about famous European artists such as Pieter Broigel the Elder and Paul Cézanne and are able to explain why they prefer one painting to another, for example "because it doesn't have too much light in it" or "because it has got very bright colours". They are able to work systematically using a viewfinder to define an area contained in a larger picture. They have some opportunities to look, for example at African masks but on the whole their knowledge and understanding of non-European art are limited because they are underemphasised in the curriculum in comparison to the attention given to a good range of European artists.
111. The quality of teaching is satisfactory. In the best lessons the teacher has a good subject knowledge so that the pupils are taught the correct technical terms to describe a picture. As a result, pupils use these terms accurately to describe what they see. The teacher encourages pupils to look deeply at a picture and energetically and expressively questions the pupils about it. Pupils are encouraged to work busily within fixed time limits so that the lesson moves forward purposefully. Individual pupils' efforts are warmly acknowledged and as a result they work eagerly.
112. Where teaching has some weaknesses, the lesson is slow to start because the teacher spends too long establishing a calm working atmosphere. The teacher does not have enough help from learning support assistants to help all pupils some of whom are fractious and easily distracted. Their progress is limited and they are not told clearly enough what they should complete in the time available.
113. The co-ordinator provides an enthusiastic and knowledgeable lead and has recently undertaken a thorough review of the school's curriculum and has conducted an audit of the pupils' work. Using national guidance, a new scheme of work is being completed. However, while the co-ordinator has a small annual budget which is well administered, there are no opportunities for the co-ordinator to visit classes to judge the impact of the money spent or the way in which pupils learn and teachers teach. Resources are of a good quality and quantity with the exception of materials relating to artists from non European cultures. Generally resources are readily available.

DESIGN AND TECHNOLOGY

114. This subject was not a focus of the curriculum during the inspection. From scrutiny of work, photographs, teachers' planning and talking to pupils, it is clear that pupils, including those with special educational needs, make sound progress in the development of skills, knowledge and understanding in both key stages.
115. During the previous inspection standards by the end of Key Stage 1 were broadly in line with national expectations but below those expected at the end of Key Stage 2. Standards are in line with those expected nationally.
116. Through scrutiny of work available and photographs it is evident that pupils throughout the school have a suitable range of experiences. By the end of Key Stage 1, pupils have considered mechanisms that make things move. They have studied cogs and wheels and successfully made a simple winding system to take 'Father Christmas' up the chimney or Incey Wincey Spider' up the spout. When designing a clock, pupils list their needs and give suitable instructions.
117. Pupils in Key Stage 2 have been involved in a local project that considered ways in which the local environment could be improved. This involved pupils in collecting information from local residents to consider their needs and the current use of buildings in the area. Pupils had valuable experiences of designing and sketch modelling, refinement of ideas and model making. Good use is made of other external support such as the school's strong link with the Building Experiences Trust that involved pupils in the construction of a Giant Tetrahedron that successfully emphasised the need of teamwork and co-operation. A design and technology day in conjunction with the university considered levers and structures that were successfully used to make large and very effective mini beasts and a Chinese dragon that enabled the pupils to participate in the local carnival. From talking with pupils it can be seen that they develop sound learning and have positive attitudes to their work.
118. The co-ordinator has sufficient understanding to develop the design process effectively throughout the school. The school make some use of national guidance to support their planning. However, there remains insufficient identification of the key skills and methods to use and how to evaluate the effectiveness of designing. Assessments are completed at the end of each unit by the use of 'I can' statements. This is not always used effectively to take learning forward. There are adequate resources available to classes.

GEOGRAPHY

119. Standards at the end of Years 2 and 6 are below national expectations and this is a similar picture to the last inspection. In relation to their prior attainment all pupils, including those with special educational needs make good progress. All pupils are fully included in all geographical activities.
120. By the end of Year 2, higher achieving and average pupils know the difference between a town, park and village. They know that they live in Hartcliffe and understand that this is part of the city of Bristol. A small number of pupils recognise the outline of the British Isles. Pupils are appropriately developing an understanding of a plan and understand that it is a shape taken from above. They know that places where people live need roads, shops, houses and schools. Pupils in Year 1 learn about the people who help them in their environment. However, although the pupils are able to draw with some degree of success they are limited in their development of skills because of their weak writing abilities. In addition, their awareness of other

localities beyond their own are very limited and this has a negative impact on the acquisition of their geographical knowledge and skills.

121. By the end of Year 6, pupils know that rivers are running water and understand that they can be found in both towns and the countryside. They correctly name the start of a river as the source and have identified the source of the River Severn on a map. They also use simple appropriate geographical terms such as 'meander' to describe the different sections of a river. Pupils in Year 5 learn to identify specific locations on maps and higher achievers use this knowledge well to help their history investigations. Pupils in Year 4 have started to use simple co-ordinates to find out specific information and discuss different types of settlement with varying degrees of success. They also have a basic understanding of how their local shopping area could be improved and discuss in simple terms how they could achieve this. In Year 3 pupils have learnt to create simple 'birds-eye' views and use simple compass directions.
122. The overall quality of teaching and learning is good and has improved since the last inspection. Teachers have a good knowledge and understanding of the subject and plan their lessons well. Basic skills are taught effectively but pupils' attitudes can have a negative impact on the quality of learning. Teachers have high expectations of behaviour and encourage pupils to work at a good pace. This was clearly evident in a Year 6 lesson where the relationship between the teacher and his class were of high quality and the mutual respect shown had a good impact on the productivity of the lesson. However, throughout the school the behaviour of a significant number of pupils has a negative impact on the amount of work achieved in lessons. For example, in a good geography lesson observed in a Year 4 class, the teacher spent a great deal of time deploying good management techniques to control a significant number of disruptive pupils. There was insufficient support available from teaching assistants. A very effective initiative has been recently introduced which aims to involve pupils in their own learning. This is proving effective in motivating and maintaining the interest of the pupils. For example, one teacher in a Year 2 class had been recently trained in this new approach and has been using the strategies very well. During one geography session, the pupils worked in groups to develop an environment to live in that was both safe and could also be enjoyable. They worked together with a clear focus, were well motivated and maintained their concentration throughout the lesson. This enabled them to discuss their findings to the rest of their class and evaluate their learning experience. For instance, one or two groups talked about needing more time to complete their tasks. This feedback at the end of the lesson enabled the teacher to assess the pupils thoroughly on their learning and could clearly evaluate what they had learnt.
123. Since the last inspection the school has adopted nationally agreed schemes of work and this has ensured that geographical skills are taught progressively throughout the school. The efficient co-ordinator has been able to monitor the quality of teaching and learning throughout the school. He has a clear understanding of the poor levels of writing skills and weak use of vocabulary, which has a negative impact on standards. Assessment procedures have developed well and are being used well in future planning. Information and communication technology is being used very well to promote skills. For example, in a Year 6 lesson a interactive whiteboard was used very well to teach the pupils about mountain terrain. Overall, resources are broadly satisfactory and good use is made of the local area to support learning.

HISTORY

124. Standards at the end of Years 2 and 6 are below national expectations and this is a similar picture to the last inspection. In relation to their prior attainment all pupils, including those with special educational needs make good progress. All pupils are fully involved in historical activities.
125. By the end of Year 2, pupils are learning to understand the difference between the past and the present. For example, they make broad comparisons of street scenes today compared with those of 1666. The pupils are able to discuss the events of the Great Fire of London when guided by their teacher. They understand why the fire spread so rapidly and use simple vocabulary to describe the effect it had on the city. Higher achieving pupils have started to gain some understanding of 'eye witness' accounts, such as personal diaries and paintings made during the time. However, the ability to formally record their gains in historical knowledge and skills are weak. This is because of their poorly developed vocabulary and the inability of a significant majority of pupils to use their writing skills to record this information. Pupils in Year 1 are making good progress in their ability to orally sequence days of the week and are learning to confidently distinguish between the past and present in their own lives.
126. By the end of Year 6, the pupils are able to compare the life of the rich and the poor in the Victorian times. They understand that information about this past time can be gained from old photographs, documents and newspapers but their weak writing skills prevent them from developing this work further. Pupils in Year 5 know that the area in which they live was once farmland and understand that some of the street names used today originated from Victorian times. However, their limited vocabulary skills and poor concentration levels hinder attempts at detailed discussion of this period in history. Pupils in Year 4 have studied the Roman invasion of Britain and are able to talk about the impact this had on the Celts. They enjoy learning about Boudicca and use their workbooks to refer to details about her life. Pupils in Year 3 know that Vikings lived a long time ago and sailed in long boats, which used sails and oars. They have created booklets about the Vikings but illustrations are immature and, although the higher achievers write in short sentences, the vast majority of written work lacks full stops, capital letters and clearly formed letters.
127. The quality of teaching and learning is good overall and has improved since the last inspection. Teachers have a good knowledge of the subject and use this to promote historical knowledge and skills. They plan lessons well and work very hard to provide interesting materials that stimulate the pupils' enthusiasm. For example, in a good lesson in Year 5 the teacher tried to capture their interest in their local area by providing maps of the Hartcliffe area. This had involved a great deal of personal research by the teacher at the Bristol Archives office. However, because of the negative responses of a significant number of pupils in the class the quality of learning in this lesson was much weaker than the high quality input of the teacher. Teachers have high expectations of behaviour and work very hard to maintain the concentration and motivation of the pupils. This is particularly successful in lessons where the pupils are totally involved in their own learning. This was observed in a Year 4 lesson where a new initiative that required pupils to work in groups was being tried out. Pupils were given a challenge of producing a quiz for their classmates which was to be based on the work that they had covered on Romans during the term. They were given clear guidelines, plenty of available resources and were required to work within a time limit. The pupils responded very well to this challenge. They worked well in their groups and showed good levels of concentration, cooperation and initiative. This resulted in their ability to feedback their work to the rest of the class, which included a detailed description of how they have fared in their group discussions and negotiations. Only one history lesson observed was of unsatisfactory quality. This

was because of tense relationships, inappropriate activities set and insufficient help available from learning support assistants.

128. Since the last inspection a nationally recommended scheme of work has been adopted and skills are now planned progressively throughout the school. The co-ordinator efficiently monitors the quality of teaching and learning and is enthusiastic about the new pupil-centred, skill-based initiatives that had been recently introduced. Manageable assessment procedures have been formulated and are being used well to plan for the teaching of key experiences. Throughout the school good use is made of numeracy skills to develop time sequences. History is also used well to promote the spiritual development of pupils. For example, pupils have visited war graves in Normandy and reflected on the numbers killed in action. Resources are satisfactory and very good use is made of extra-curricular activities to enhance the learning opportunities within this subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. Pupils' attainment in information and communication technology at age seven is below expectations and for pupils aged 11 it is in line with expectations. This is a significant improvement on the last inspection where standards were below expectations in both infant and junior classes. The improvement is closely linked to the use of a specialist teacher across the school.
130. Pupils enjoy information and communication technology, particularly their work in the computer suite. In Key Stage 1, pupils use information and communication technology to support numeracy by creating simple graphs to illustrate, for example, the Year 1 class's favourite fruits. By Year 2, pupils give instructions to a programmable toy and use a series of questions with yes or no answers about the characteristics of different forms of transport to identify their names. Literacy is supported appropriately through simple word processing of a story about a 'Genie' in the bedroom. Pupils also use a graphics program to copy a previously drawn picture of a house. However, an insufficient number of pupils complete these tasks in sufficient detail or independence.
131. Year 6 pupils use spreadsheets to calculate their Christmas spending and create multimedia presentations of their work on the Tudors in history. They also use the Internet to research news and then word process articles relating, for example, to the 11 September disaster in the United States of America. Numeracy is appropriately supported through pupils writing simple programs to control a programmable toy through a series of steps and turns. They also write simple procedures to control 'Lego' models. Numeracy is also supported through Year 5 pupils using a sensor and 'data-logger' to record the changes of temperature in their classroom over 24 hours. They then convert this into a line graph and then interpret the results to suggest reasons why, for example, the temperature dropped during the lunch hour. Literacy is supported through pupils writing poems about a foggy day in Year 5, developing playground rules in Year 4 and the multimedia presentations in Year 6. Information and communication technology also supports other subjects, for example, art, where Year 4 pupils create pictures in the style of Seurat, and Year 3 pupils emulate the style of Mondrian. Science is supported through the use of databases, for example, to categorise rubbish in Year 4, and design and technology through the use of computer graphics to create designs for maracas in Year 6.
132. The quality of teaching is satisfactory. Pupils with special educational needs are assisted well by teachers and support staff, make sound progress and have full

access to the curriculum. There are no significant differences between the attainment of boys and girls or their access to equipment or the curriculum. Pupils' attitudes to information and communication technology are good. In lessons and discussion with pupils it is evident that pupils are stimulated by information and communication technology particularly through work in the computer suite. In the best lessons objectives are clear and teachers focus on these to ensure learning is effective. For example, pupils in Year 2 learn well when they are taken systematically through a series of activities that develops their understanding of the need to answer questions accurately to name a picture of a form of transport. Year 5 pupils also learn well through good use of an electrical 'interactive' board to review the data collected via a 'data-logger'. This data was then put into a spreadsheet and graphing facility of the program used to create a line graph of the data. Overall teachers' good organisation and use of a wide range of strategies to manage behaviour ensures effective learning takes place. However, overall teachers' knowledge and understanding, although satisfactory, are generally not yet sufficient to plan work with a range of expectations to ensure all pupils are challenged, or to develop pupils' expertise to enable them to use computers independently to support their own work in other areas of the curriculum.

133. During the last four years the co-ordinator has been influential in the improvement of information and communication technology and raising standards in the subject. A new scheme of work based on national recommendations has been introduced. Assessment procedures to assess and record pupils' progress against agreed expectations have been put in place from September but they are not been in place long enough to impact on standards. The co-ordinator has had the opportunity to monitor teaching of the subject in the past but now she has a class of her own from September 2001 and has little opportunity to do so. From a review of work it is evident that the amount of information and communication technology done since September 2001 is less than was previously the case. The school are aware of this and are reviewing how information and communication technology is to be taught from January 2002.
134. Resources are good with sufficient computers in the suite to support paired working of a whole class. There are also up to three computers in each classroom and a junior suite of six computers to support individual work. The school also have a good range of additional equipment such as a digital camera, a data-logger and sensors to support other areas of the curriculum. However, the software in the infant classes does not enable pupils to save or print their work. This is a significant weakness that the school are addressing as a matter of urgency.

MUSIC

135. Pupils' attainment in music at age seven and 11 is in line with expectations. They achieve well and make good progress. Standards have been maintained since the last inspection. Although most of the teaching is done by the co-ordinator particularly in junior classes, there is now a clear scheme of work through which teachers can plan appropriate activities.
136. Pupils thoroughly enjoy music. They are fully involved, learn a great deal and find it fun! In Years 1 and 2 pupils take part in, for example, the school nativity play, and those who are not soloists or part of small groups sing with great enthusiasm in the supporting choir. They sing well, with gusto, in tune and with smiles all round. They also contribute to assembly with equal enthusiasm. By age 11 pupils use manuscript paper to record treble clef and simple rhythms and melodies and perform the

composition collaboratively using chime bars. In Year 5 pupils read rhythms and play them using percussion instruments with different groups playing different rhythms in parts while another section of the class sing the melody.

137. The quality of teaching is satisfactory. Pupils with special educational needs are assisted well by teachers, make sound progress and have full access to the curriculum. There are no significant differences between the attainment of boys and girls or their access to equipment or the curriculum. Pupils learn well when teachers' very good knowledge and understanding are used to challenge and extend pupils, for example, in a Year 5 lesson where the development of learning from recording simple rhythms to performing in three parts, was very good with pupils clearly enthusiastic, well behaved, involved and pleased with their success. This enjoyment and involvement was also evident in a Year 3 class where high expectations involved pupils clapping rhythms and singing carols. The lessons seen were well organised, had clear objectives and through continual ongoing assessment were challenging ensuring pupils achieved their best. Good use was made of information and communication technology with a Year 6 class to edit the class composition quickly and effectively maintaining the pace of the lesson and pupils concentration and interest. Where lessons were less successful there were insufficient resources to enable all pupils to be fully involved.
138. The co-ordinator is very knowledgeable and teaches all in Key Stage 2. This has a very significant effect on the standards. She is inspirational in developing music in the school. There are two choirs one of which perform carols in the locality including the 'Galleries' shopping centre in Bristol. They perform with other schools in the Colston Hall in Bristol. Pupils have undertaken a range of visits, for example, to a performance of Monteverdi Vespers, The Barbican in London for a recital, and to the Welsh National Orchestra for a concert. The school also has regular visits from the English Chamber Orchestra to support school workshops and performances. Music from non-European cultures is underemphasised however.
139. The co-ordinator has very clear plans for the school. She has put assessment procedures in place to record pupils' progress to ensure that the work planned is securely based on pupils' prior achievement. However, these procedures have not been in place long enough to have a significant impact. The co-ordinator intends to raise standards by teaching all classes including infants and to develop staff expertise by alternating lessons taken by her and class teachers. Resources are adequate but there are insufficient tuned percussion instruments to support full classes. Accommodation is also adequate but longer-term plans include a music room when the school is reorganised.

PHYSICAL EDUCATION

140. Standards in physical education are in line with those expected at the end of both key stages. Virtually all pupils reach the standard in swimming expected of pupils at the end of Key Stage 2. Swimming is given a high priority and the provision is a strength of the physical education programme. Pupils make expected progress in developing control and co-ordination in gymnastic skills, and when running jumping and balancing. They are broadening their experiences of dance activities and are acquiring competence in a range of swimming and games activities. Residential visits give pupils the opportunities to develop skills in outdoor activities and sailing. Some pupils attend swimming, dance and gymnastic clubs and as a result of well-informed coaching make very good progress and show skills well above those

expected. Pupils with special educational needs are well supported and achieve good results that enhance their self-esteem.

141. Seven year olds demonstrate sound co-ordination and show imagination and effective facial expressions and body gestures in a dance sequence involving finding a spider and hiding it in a sibling's bed! Movements are considered and controlled and pupils are aware of the image they are creating. They use space well and their sequences include twists, turns, effective use of hands and arms and movements through different levels.
142. Year 4 pupils are attentive and follow instructions well when creating sequences of movements linking balances in a gymnastics lesson. They are clearly aware of good body positions and pay particular attention to starting and finishing the sequences well. The overall quality of the movements shown at the end of the lesson is average, with some pupils creating very good sequences. Year 5 pupils show average attainment in a games lesson developing soccer skills.
143. Pupils with special educational needs are well supported. They take a full and active part in all activities, making sound progress and achieving results that enhance their self-esteem.
144. In the few lessons observed the quality of teaching is good overall, and at times, as in swimming, is excellent. Teachers have good subject knowledge and place a great emphasis on pupils achieving high standards. They make their expectations very clear, for example by explaining well hand and foot positions. Pupils pay careful attention to starting and finishing movements correctly. Good use is made of demonstrations where attention is focused on quality movement. Pupils are encouraged to observe and evaluate, but opportunities are missed for pupils to develop their language skills by commenting on performances. The subject is managed satisfactorily by the headteacher acting in a caretaking role. There is an appropriate policy and a scheme of work based upon the local and national guidance documents. The experience gained by pupils on residential visits enhances the physical education curriculum, and the very good provision of a wide range of extra-curricular activities gives the pupils many opportunities to improve their physical and social skills.

RELIGIOUS EDUCATION

145. Attainment in both key stages is in line with that expected in the locally agreed syllabus and are similar to those found in the last inspection. Throughout the school pupils, including those with special educational needs, make satisfactory progress.
146. By the end of Key Stage 1, pupils are gaining knowledge about the main Christian festivals such as Christmas and Easter. They know that the Bible is an important book to the Christian religion. Pupils develop their awareness of what it means to give and that there are people less fortunate than themselves. Through written, meaningful prayers of thanks, pupils demonstrate an understanding that they can talk to God through prayer.
147. Lower Key Stage 2 pupils develop their understanding of symbolism in the Christian church through discussion about Advent candles. This is suitably reinforced during collective worship. Religious education contributes well to pupils' spiritual development. The lesson in Year 5 class was very effective in encouraging pupils to reflect on their feelings while listening to music and watching the flame of a candle.

Good relationship with the teacher promoted positive and sensible responses. Pupils know that the symbolism of light is important to Hinduism as well as Christianity. They know the story of Rama and Sita and understand the significance of Diya lights and the celebration of Diwali. Good use is made of information technology where pupils effectively use the Internet to research Festivals of Light around the World. Quality discussions lead to pupils considering how they can light up the lives of others at Christmas.

148. In the religious education lessons observed the majority of pupils show satisfactory attitudes to learning. At best pupils are eager to ask questions to further their understanding. For example a Year 2 pupil wanted to know why the Bible is called the Bible. However a significant minority of older Key Stage 2 have a negative attitude despite their teachers' positive encouragement. Generally, pupils settle to their work and concentrate appropriately. Many pupils show confidence and concentration with eagerness to respond to questions.
149. The quality of teaching is good. The best lessons are well planned and prepared, the quality of questions successfully focus pupils' minds, activities are interesting and the plenary session effectively reinforces the main objective. Sufficient use is made of comparing festivals, beliefs and values of major world faiths for pupils to identify similarities and differences that enable them to develop a clearer understanding. Through positive discussions pupils are eager to share experiences, ask questions and share concepts.
150. The newly appointed co-ordinator has made a suitable action plan following her observations, to take teaching and learning forward. Teachers' planning identifies sound coverage of the locally agreed syllabus. School-based resources are adequate but local resources and visits are not used sufficiently to enhance teaching and learning.