

INSPECTION REPORT

AVONMOUTH C of E PRIMARY SCHOOL

Bristol

LEA area: City of Bristol

Unique reference number: 109140

Headteacher: Ralph Dolling

Reporting inspector: David Tytler
8990

Dates of inspection: 17th- 20th September 2001

Inspection number: 198061

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary controlled

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Catherine Street
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Appropriate authority: The governing body

Name of chair of governors: Mr R. Chubb

Date of previous inspection: November 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8990	<i>David Tytler</i>	<i>Registered inspector</i>		What sort of school is it? How high are standards? What should the school do to improve further? How well are pupils taught? How well is the school led and managed?
14066	<i>Gillian Hoggard</i>	<i>Lay inspector</i>		Pupils' attitudes and personal development? How well does the school care for its pupils? How well does the school work in partnership with parents?
7336	<i>Lindsay Howard</i>	<i>Team inspector</i>	Foundation Stage; Science; Information and communication, History; Geography	
13307	<i>Ian Hancock</i>	<i>Team inspector</i>	SEN; Mathematics; Art; Religious education; Physical education.	
27240	<i>Tony Hooper</i>	<i>Team inspector</i>	Equal opportunities; English; Design technology; Music.	How good are the learning opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Avonmouth C of E Primary School serves 194 pupils and has 45 full-time places in the nursery. Up to 90 children attend the nursery during the year, most of them on a part-time basis. There are 30 children under five in the reception class. Most pupils come from in or near the village of Avonmouth on the western outskirts of Bristol. There are more boys than girls in Year 2 and significantly more boys in Year 6. In Year 5, there are twice as many girls as boys. Pupils are taught in one nursery class and seven classes in the main school. There are no pupils from minority ethnic groups, and only two pupils have English as an additional language. The percentage of pupils known to be eligible for free school meals is above the national average. The percentage identified as having special educational needs is also above average, whilst the proportion having statements is broadly in line. A significant number of pupils enter or leave the school other than at the normal times of admission or transfer, which has had an impact on standards in the current Year 6. The attainment of girls entering statutory education is close to what is expected nationally for children of their age but there are significant weaknesses in the speaking and listening skills of boys.

HOW GOOD THE SCHOOL IS

Avonmouth C of E Primary School provides a satisfactory standard of education for its pupils. The headteacher's strong and thoughtful leadership has set the school on a clear path of improvement. Nearly all the teaching is satisfactory and there are examples of good and very good teaching which enables pupils to make satisfactory, and sometimes good, progress in their lessons. Whilst standards have risen, they remain low in English, mathematics and information and communication technology across the school and in science for seven- to 11-year-olds. When account is taken of these factors, the school provides satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- Pupils enjoy coming to school and have positive attitudes to their work.
- Children get a good start to their schooling in the Foundation Stage, where the teaching is consistently good.
- Pupils' personal and social development is good in the Foundation Stage and for pupils aged five to seven.
- There is good provision for pupils with special educational needs, who make good progress when given individual support;
- The strong leadership of the headteacher, who has the active support of staff and governors, focuses on the raising of standards.
- Skilled learning assistants, who work closely with teachers, make an important contribution to pupils' learning.

WHAT COULD BE IMPROVED

- Standards, particularly in English, mathematics and information and communication technology (ICT) throughout the school, and in science for pupils aged seven to 11.
- The use of information on what pupils know and can do in planning for the individual needs of pupils.
- Whilst attendance is improving it is still below the national average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1999. Standards have begun to rise, but more needs to be done to improve the performance of pupils in English, particularly for boys in writing, mathematics, science and ICT. The school has established a clear programme for monitoring and evaluating the quality of education provided, which involves senior and middle managers and governors.

STANDARDS

The table below 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
	1998	1999	2000	2000
English	E	E	E	E
Mathematics	E	E	E	E
Science	E	D	E	E

Key	
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

Standards have risen during the past year. The results of the national tests for seven and 11-year-olds in 2001 were better than the year before. Nevertheless, standards in English, mathematics and science were still below national expectations and in comparison with schools having a similar intake. Girls significantly out performed boys in tests and assessments. No figures are yet available to allow the results of the tests in 2001 to be compared with other schools. The unconfirmed test results for 11-year-olds show that the percentage achieving what is expected for children of their age was below the national average in English and science but above in mathematics. The school did not meet its targets for the percentage of 11-year-olds gaining the expected levels in the National Curriculum tests for English and mathematics in the Year 2000, but the unconfirmed results for 2001 are above target. Standards over time have been affected by a shortage of high quality teaching that did not build on what pupils knew or could do. Evidence gathered during the inspection shows that standards of the current Year 6 are below national expectations in all three subjects. In comparison with the results of their tests and teacher assessments when they were seven, last year's 11-year-olds made satisfactory progress in English and mathematics but slow progress in science.

Unconfirmed results in this year's tests for seven-year-olds indicate that standards in reading had fallen, though they were maintained in writing and had risen slightly in mathematics. Inspection evidence shows that standards of the current Year 2 are below national expectations in English and mathematics. The consistently good teaching, however, leaves

pupils well placed to make good gains in their learning. Standards in information and communication technology are below national expectations throughout the school. Standards in religious education meet the requirements of the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and most are enthusiastic learners.
Behaviour, in and out of classrooms	The behaviour of most pupils in most lessons is satisfactory, with good examples seen in the Foundation Stage and amongst pupils aged five to seven. The behaviour of a minority of older pupils, however, disrupts the learning of others. Pupils behave well in assemblies but some behaviour in the playground falls well below the high standards expected by the school.
Personal development and relationships	Satisfactory, with some good relationships between adults and pupils.
Attendance	Whilst improving, it remains below the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

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

Teaching in English and mathematics seen during the inspection was good for pupils aged five to seven and satisfactory for those aged seven to 11. In the best lessons, teachers build on what pupils know and can do and have high expectations of both behaviour and work. As a result, pupils of all abilities make good progress. In other lessons, however, teachers' expectations are not high enough and the tasks are not accurately matched to pupils' prior attainment. As a result their progress is limited. Literacy and numeracy skills are taught satisfactorily, but there are not enough opportunities to use them in other subjects. Two unsatisfactory lessons were seen, both for pupils aged seven to 11.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Whilst there is a suitable focus on English and mathematics, the curriculum is broad and balanced. The school does not, however, meet statutory requirements in information and communication technology.
Provision for pupils with special educational needs	Good. Pupils make good progress when given individual support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social and moral development is good. The provision for spiritual and cultural development is satisfactory, though too little attention is given to preparing pupils for life in a multi-cultural society.
How well the school cares for its pupils	The school makes satisfactory provision for the general health and well being of pupils. Information gathered on what pupils know and can do, however, is not always well used to plan for their individual needs

The school works hard to build a partnership with parents. Many parents respond well, but a significant number do not take an active part in their children's learning at home or at a school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and thoughtful leadership and management, supported by the senior management team and subject co-ordinators.
How well the governors fulfil their responsibilities	With the exception of information and communication technology and some gaps in the annual report to parents, the governors fulfil their statutory duties. Key governors have a good understanding of the school's strengths and weaknesses. The governing body is becoming increasingly involved in strategic planning.
The school's evaluation of its performance	The headteacher monitors teaching and learning in all subjects throughout the school. The role of co-ordinators in monitoring the work in the classroom is underdeveloped. The senior management team and governors regularly review the school's progress against the school improvement plan and make adjustments accordingly
The strategic use of resources	Good use is made of all the available resources, including the skilled learning support assistants. The school is beginning to apply the principles of best value to evaluate all areas of its work

There are sufficient suitably trained teachers and learning support staff. With the exception of ICT and history, resources for learning are satisfactory. An ICT suite is to open shortly. The accommodation is adequate to meet the needs of the National Curriculum and religious education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Behaviour is good.• The good teaching.• The school is helping their children become mature and responsible.• The headteacher's leadership.• They are made to feel welcome in school.	<ul style="list-style-type: none">• The amount of homework.• The range of extra-curricular activities.• The information on how their children are getting on.• The partnership with parents.

Only a small number of parents replied to the inspection questionnaire or attended the parents' meeting. Inspectors agreed with the positive views of the majority of parents. They also found that the school worked hard to build a partnership with parents and that the range of extra-curricular activities and the information provided to parents on their children's progress were satisfactory. However, inspectors found that homework was not set consistently across the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children in the nursery is broadly in line with what is expected of children of their age, although girls perform better than boys. The attainment of the girls in the reception class is broadly average, although there are a significant number of boys whose development is slow, especially in communication, language and literacy. Many of the children make good progress towards achieving the Early Learning Goals by the time they enter Year 1.

2. In the main school, there has been a steady rise in standards, but they remain low for all pupils in English, science and mathematics throughout the school, largely because of a lack of high quality teaching in the past, which did not build on what pupils knew or could do. Results in last year's national tests for seven and eleven year olds were below national expectations and in comparison with schools having a similar intake. Girls significantly outperformed boys in tests and assessments. Detailed national comparisons are not yet available for the most recent tests, but the unconfirmed results for 11 year olds this year indicate that the percentage achieving the national expectations is below what is expected nationally for children of their age in English and science but above in mathematics.

3. The school did not meet its targets for the percentage of 11 year olds gaining the expected levels in the National Curriculum tests for English and mathematics last year but this year's unvalidated results are above target. When taking account of the results of their tests and teacher assessments when they were seven, last year's 11 year olds made satisfactory progress in English and mathematics and but slower than the expected progress in science. Evidence gathered during the inspection shows that the attainment of the current Year 6 is below national expectations in all three subjects.

4. The unconfirmed results in this year's tests for seven year olds show that standards in reading were lower than in 2000, are similar in writing and rising slightly in mathematics. Inspection evidence shows that standards of the current Year 2 are below national expectations in English and mathematics but in line in science. The consistently good teaching, however, leaves pupils well placed to make good gains in their learning.

5. In English, evidence gathered during the inspection shows a noticeable weakness in written work, particularly in Year 6 where there are deficiencies in the basic skills of punctuation, spelling and handwriting. Pupils aged five to seven make good use of the literacy hour. They speak and listen to each other sensibly, and their responses show that they enjoy listening to stories. They know how to use books and talk about the characters and stories. Pupils in the current Year 2 have good speaking and listening skills. As pupils move through the school, their speaking and listening skills are developed through discussion activities, and some pupils are able to speak confidently to adults and in class. Whilst the speaking and listening skills of 11 year olds are close to what is expected nationally, many pupils in Year 6 are not good listeners. In reading, standards at the end of both key stages are satisfactory and there are some able readers. Most pupils enjoy books and take pleasure in reading. Some pupils, however, need help in sounding out unfamiliar words. In writing, standards are below average throughout the school. Whilst good examples were seen in Year 2, most pupils continue to make errors in basic spelling and punctuation. This weakness continues into Key Stage 2, where much writing is limited to short factual answers. The work produced by the most able 11 year olds is competent but no more, and teachers need to think of ways to provide more challenge for these pupils.

6. In mathematics, standards are currently below average in the present Year 2 but pupils are making good progress due to consistently good teaching. Standards for pupils aged seven to 11 have steadily improved over the last four years, but evidence gathered during the inspection shows that the attainment of the current Year 6, which contains a large proportion of pupils on the special educational needs register, is below average.

7. By the age of seven, most pupils can add and subtract to 20. Higher attainers can competently order numbers to 100 and partition two digit numbers. By the age of 11, pupils have extended their knowledge of number and measurement. Higher attainers can select the correct mathematical operation to solve problems and have a basic understanding of place value using decimals. Many less able pupils, however, do not know number facts by heart. Most pupils have a reasonable understanding of fractions but many become confused when using more complicated decimals or percentages.

8. Evidence gathered during the inspection shows that standards in science of five- to seven year olds match national expectations, but attainment in Year 6 is below. However, standards observed in Year 5 indicate that many of these pupils should reach the expected levels when they take the national tests in 2003.

9. With the exception of Year 5, progress in Key Stage 2 is too slow, mainly because teachers control pupils' learning too closely. Standards in information and communication technology are below national expectations throughout the school. Standards in religious education meet the requirements of the locally agreed syllabus.

10. Pupils with special educational needs make good progress in relation to their prior attainment when withdrawn to work individually or in small groups. Individual education plans are detailed and meet pupils' needs well. When working in class, these pupils make progress at a similar rate to their peers. Pupils having English as an additional language are given suitable support and make satisfactory progress.

Pupils' attitudes, values and personal development

11. Pupils often show keen and enthusiastic attitudes to work and school life, although their behaviour and self-discipline do not always keep pace with their interest. Parents recognise the emphasis the school places on personal development, and almost all say their children enjoy coming to school. Behaviour in the classroom is good at the lower end of the school; for example, Year 2 pupils in a science lesson on materials were all very interested and involved. Reception children learning to count and match colours tried hard to do what was required and clearly enjoyed their success. However, some older pupils, especially in Year 6, are disengaged and passive. In a Year 6 science lesson about light, pupils did not seem interested in learning, and their behaviour deteriorated in a gymnastics lesson.

12. Around the school, behaviour is usually good. School and personal property is treated with respect and there is no evidence of graffiti or litter. Most pupils behave well most of the time, as was found in the last inspection. There is, however, some evidence of boisterous and even aggressive play at breaktimes, although pupils and parents say that any incidents are dealt with quickly. Some petty squabbles are caused by the lack of play equipment.

13. In all other respects, however, this is a friendly school and relationships at all levels are good. In a Year 3 class trying out different ways of moving in physical education, pairs of pupils helped each other to improve their performance. Year 2 pupils in a design technology class worked well together when looking at repeating patterns in Joseph's coat. Children with special educational needs, and those having English as an additional language, are fully integrated into the life of the school.

14. Younger children are encouraged to listen more carefully and show tolerance and respect, but this is not built on consistently as they move through the school. In some lessons, pupils are not really listening or engaged in learning and do not have enough opportunities to reflect on the impact of their actions on others. This is particularly evident in Year 6 where silly and immature behaviour sometimes interferes with learning.

15. Personal development is satisfactory. Pupils are willing to take on responsibilities such as taking registers, operating overhead projectors in assembly and acting as milk or plant monitors, but there are few opportunities for more independent or unsupervised work such as research or projects. Pupils in Year 6 enjoy taking part in the peer mediation project, which trains pupils to solve petty playground disputes. The scheme is much valued by younger pupils.

16. Attendance is below the national average at 92.1%, with a small amount of unauthorised absence. Attendance is slowly improving as a result of measures taken by the school. Pupils are mostly punctual, arriving at school and to lessons on time. There were ten fixed-term exclusions last year, involving seven boys, a relatively high figure.

17. Pupils with special educational needs respond very well to teachers and learning support assistants when withdrawn for individual or group work. Most concentrate well and are keen to produce correct work. When in class they respond in a similar way to their peers, particularly when work is planned well to meet their needs. However, they lose concentration when class work is not well planned.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. Teaching observed in the nursery and reception classes and for pupils aged five to seven was good. It was satisfactory for pupils aged seven to 11. Two unsatisfactory lessons were seen. During the inspection, pupils throughout the school made good gains in their learning when they were well taught. Standards over time, however, have been adversely affected by a deficit of good teaching in the past, which did not build on what the pupils knew and could do. As a result, older pupils in particular have not made the progress they should.

19. In the Foundation Stage, all the lessons seen during the inspection were good, with good quality teaching in all areas of the curriculum. Children respond well and make good progress as a result of carefully planned activities and well-focussed discussions. Many children make good progress towards achieving the Early Learning Goals by the time they leave the reception class. Particular strengths of the teaching were the high expectations of what children could achieve and the high quality management of behaviour.

20. The quality of teaching is also good overall for five to seven year olds. Of the 15 lessons seen, three were very good, 10 were good and two satisfactory. There were no unsatisfactory lessons. The quality of teaching was not as consistently good for pupils aged seven to 11. Of the 24 lessons seen, nine were good, 13 were satisfactory and two were unsatisfactory.

21. Teachers' knowledge and understanding is good in Key Stage 1 and satisfactory in Key Stage 2. In a very good Year 2 music lesson, the teacher used her good knowledge and personal skills to underpin explanations and demonstrations. As a result, the pupils made very good gains in basic composing. The school recognises that some teachers feel insecure in the teaching of ICT and further training is planned.

22. The teaching of basic skills is satisfactory throughout the school, though pupils' weaknesses in writing hamper their progress in other subjects. There are too few opportunities for pupils to develop their research skills or conduct their own experiments in science. In an otherwise satisfactory Year 6 science lesson, pupils were told what to do rather than allowed to design their own experiment.

23. Planning is good in Key Stage 1 and satisfactory in Key Stage 2. A good Year 1 mathematics lesson was carefully planned to meet the needs of the numeracy strategy, whilst at the same time meeting the individual needs of pupils of varying abilities. In an otherwise satisfactory Key Stage 2 geography lesson, the teacher's planning did not identify different levels of work to meet pupils' prior attainment.

24. Teachers in Key Stage 1 have high expectations of what pupils can achieve. In a very good Year 2 mathematics lesson, the teacher's high expectations encouraged pupils to do well. The work was well matched to the needs of pupils of varying abilities, and all pupils made fast progress as a result. Whilst teachers in Key Stage

2 have high expectations of behaviour, their expectations of what their pupils can achieve are not high enough. In an otherwise satisfactory science lesson, the teacher did not make it clear that she expected neat, accurate and tidy work. As a result, the handwriting was careless and the drawings were of poor quality.

25. Teachers use a good range of teaching methods in Key Stage 1. In a very good Year 1 science lesson, the teacher immediately gained the pupils' attention when she showed them some plants that she had grown from seed but which had developed at different rates. The pupils were intrigued and tried very hard to suggest explanations. They then moved swiftly on to plant their own seeds and record what they had done. In some lessons in Key Stage 2, too much time was spent on one activity, such as the whole class explanation. As a result, pupils became restless and inattentive.

26. The management of pupils is consistently good throughout the school. Teachers use their good relationships and knowledge of the pupils to devise effective routines that are applied consistently and fairly. The behaviour management of pupils only fell below the school's high expectations on two occasions during the inspection.

27. Good use is made of time, support staff and resources in Key Stage 1. Lessons are taken at a brisk pace and good use is made of the skilled support. In a good Year 1 lesson, the teacher made good use of all the adults to take groups of different abilities. The pupils worked hard and made good progress.

28. On-going assessment is used satisfactorily in both key stages. In a Year 1 mathematics lesson, the teacher changed her lesson plans to address shortcomings in addition and subtraction of two single digit numbers that she had identified through assessment of the previous lesson. Whilst the use of homework is judged to be satisfactory throughout the school, it is not applied consistently nor used to extend work in the classroom through independent research. Whilst there are some good examples, marking does not always give pupils good guidance on how they can improve their work.

29. The unsatisfactory lessons were characterised by tasks that were not challenging enough and not matched to pupils' prior attainment, instructions that were not clear, a slow pace and a limited range of teaching methods. As a result, pupils lost interest and their behaviour deteriorated to the point where they took little or no notice of the teacher, making few gains in their learning.

30. Pupils with special educational needs are well supported by teachers and support staff. Work is well planned to meet their needs according to their individual education plans. In good lessons, questioning is used well to ensure that pupils with special educational needs make an appropriate contribution to class discussions. Teachers work closely with learning support assistants, who are well trained and have good subject knowledge. The teaching of pupils having English as an additional language is sound and as a result pupils make satisfactory progress.

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

31. The provision for pupils in the foundation stage is well planned so that children work successfully towards the Early Learning Goals officially recommended for their age. A broad and balanced curriculum, covering the National Curriculum and religious education, is provided in both key stages. The school is not, however, teaching all aspects of information and communication technology consistently throughout the school. It is intended that all aspects will be taught when the new ICT suite becomes available. The school makes it a priority to provide a good range of learning opportunities to interest and motivate pupils, and is very largely successful in this.

32. Schemes of work for all subjects are now firmly in place, and teachers have a clear understanding of what they need to do to implement them so that pupils can gain the maximum benefit. Planning ensures that pupils build on what they know and can do as they move through the school.

33. The provision for pupils' personal social and health education is satisfactory. Whilst it is mainly taught within science and religious education lessons, there are some lessons to address specific topics. Pupils are taught about alcohol and tobacco in science as well as issues related to sex and drugs. Future plans include lessons on citizenship. Class discussions, known as "circle-time", are provided for younger pupils, and this could be more widely used throughout the school.

34. Pupils' experiences are widened through educational visits and a range of well-supported extra-curricular activities, such as football, netball, rugby, music and drama. Several activities take place at lunchtimes, and teachers give generously of their time. The school also organises sports coaching, using the expertise of outside coaches.

35. The school has a strong commitment to equality of opportunity for all pupils, who have equal access to the learning opportunities provided. Pupils who are on the special educational needs register have their needs met through their individual education plans, which focus on aspects of literacy, numeracy and personal and social development. The plans are well supported by outside agencies. All pupils with special educational needs receive the full National Curriculum offered by the school, with some areas of work modified for their specific needs. They are fully included in all the activities organised by the school, which supports their social and moral development well. The school is to review its arrangements for withdrawing pupils from lessons to ensure that they have full access to the whole curriculum. Satisfactory provision is made for the small number of pupils who have English as an additional language.

36. The school has very strong links with its receiving secondary school. There is a good system for transferring records, and pupils from Years 5 and 6 visit the secondary school for "taster" days. Pupils also benefit from a summer activity programme and joint literacy and numeracy courses run by the secondary school, and a science project funded by a local firm.

Personal Development

37. The personal development of pupils is good, with many strengths and few weaknesses. Pupils' moral development is good. Pupils have a clear understanding of right and wrong, and the school operates as a well ordered community where pupils know what is expected of them. There are occasions when issues are discussed in "circle time" discussions, but this is still in the early stages of development. A range of opportunities for pupils to take part in sporting activities supports their understanding of the need for rules and fair play.

38. Social development is good. Adults set good examples in their relationships with each other and with the pupils, and this is reflected in the pupils' attitudes towards the staff and each other. Adults value each child and work effectively towards developing high self-esteem. There are also opportunities for pupils throughout the school to work together in subjects such as music or in group work in literacy and design technology. There are some opportunities for pupils to use their initiative. Some Year 6 pupils act as playground monitors and receive training on how to resolve problems as they arise between pupils in and around the school. They also help in acts of collective worship by managing the audio-visual equipment. There is an awareness of the needs of others and pupils are involved in several charitable initiatives.

39. The pupils' cultural development is satisfactory. There are visits to local places of interest, including local museums, churches and mosques. Visitors to the school enrich the curriculum and broaden the pupils' horizons. The school has a range of sporting activities and pupils take part in football, rugby and netball matches. The school makes good provision for pupils to learn to work together and live as part of a community through the annual residential trip for Year 6 to Exmouth. The use of drama in particular helps enrich the cultural life of pupils, who have taken part in school productions as well as workshop productions run by a professional theatre group.

40. Pupils learn about other faiths in religious education, and the school is beginning to identify and provide opportunities for them to appreciate and value the contribution made by other cultures to art, music and dance. Nevertheless, too little attention is given to the contributions made in the arts, public life and the professions by members of the ethnic minority groups represented both in the local area and in our modern diverse society.

41. The school's provision for the pupils' spiritual development is reported on separately in the inspection carried out by the diocese.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school continues to provide a safe, caring environment in which pupils' health, safety and well being are high priorities. All staff, both teaching and non-teaching, know their pupils well and supervise them carefully, winning the praise of parents. Arrangements for gathering information on what pupils know and can do are satisfactory. Baseline testing is carried out early in reception, and records are built up with results from standard and optional tests and teacher assessments. As a result, the school accumulates much information about pupils but it is not used well to plan for their individual needs. For example, targets are set for groups of pupils but not for individuals.

43. Booster groups for literacy and numeracy in Years 5 and 6 have been introduced to help raise standards, and there are also initiatives at the lower end of the school, such as the home visiting of targeted reception children to improve literacy. Gifted and talented pupils

are beginning to be identified but are not yet being given work that challenges them sufficiently. Pupils with special educational needs, and the few having English as an additional language, are well supported.

44. The management of behaviour is good. There is a larger than average proportion of children on the special needs register, some with behaviour difficulties. Many pupils do not have the vocabulary to be able to cope with problems and sometimes respond physically. A number of children entering the school show poor social and personal skills, but the school is very effective in teaching them regular routines that reinforce required and acceptable behaviour. The staff works consistently to monitor and promote good behaviour using a comprehensive range of positive strategies and small rewards such as stickers, certificates and celebration assemblies.

45. Good behaviour is also reinforced through the programme for personal, social and health education. In "circle time" discussions in the Foundation Stage, for example, pupils listen carefully to each other's contributions. This good foundation, however, is not built on consistently as pupils move through the school. Older pupils report some minor verbal harassment such as name-calling and incidents of aggressive behaviour. Procedures for monitoring and eliminating bullying are satisfactory, but incidents are not always dealt with in a way that has a lasting effect.

46. Pupils are given too few opportunities to work independently and take the initiative in their learning and to practise research skills. The scheme using trained Year 6 pupils to solve petty playground disputes, however, is well thought of and effective in dealing with low-level incidents.

47. Child protection procedures are satisfactory. The headteacher, who is the designated officer, has a number of years' experience and undergoes regular refresher training. Teachers and non-teaching staff are also regularly updated through training sessions. The staff handbook contains a relevant section, although new staff have not been specifically trained in the school's procedures. The guidelines for new or temporary teachers contain nothing, for example that would assist supply teachers coming in at short notice.

48. Attendance is carefully monitored. Registers are filled in according to statutory guidelines using a computerised system, and there is a first-day response to all those whose absence remains unexplained by 9.30 a.m. Latecomers are channelled through the office and recorded. Parents are increasingly telephoning the school or sending messages via siblings. The educational welfare officer monitors registers on a regular basis, and there is now a growing focus on the number of days lost to out-of-season holidays. These good measures have resulted in a slow but steady improvement in attendance over the last few years.

49. Welfare arrangements are generally satisfactory. Medical records and accident books are maintained and updated as appropriate. The medical room, however, has no bed and is used as the reprographics room, leaving nowhere for really sick children to wait in comfort. Eating arrangements suffer since the dining hall is used as a thoroughfare and slower pupils are sometimes expected to eat their lunch while chairs are stacked on the tables beside them.

50. There is a high level of care for pupils with special educational needs. Their progress is regularly monitored by the co-ordinator, who works closely with the SEN teacher and assistants to ensure that work is well matched to individuals. Most pupils make good progress in relation to their specific targets, and can move up and down on the register. Annual reviews are satisfactory and set appropriate targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents and carers have a very positive view of the school although there are also some concerns. All of the very small number who returned parent questionnaires say that their children like school and most say they are making good progress. Parents also recognise the good teaching, citing in particular the high expectations that teachers have and the strong support for their children's personal development. They praise the leadership and management, saying that the school has greatly improved in recent years.

52. Some feel their children are not making fast enough progress, a view that is partly confirmed by inspection findings. Evidence gathered during the inspection supports the parents' concerns about some behaviour in the playground. Inspectors also agree with the substantial minority of parents who feel that homework is not used consistently to support learning. They do not agree, however, with the significant number who thought that the school does not provide an interesting range of activities outside school. Provision for out-of-class activities is satisfactory, with a good range of clubs on offer, though only to pupils in Year 3 and above"

53. The school provides a good range of information for parents. The prospectus is reasonably detailed and meets all statutory requirements. There is also an informative governors' annual report to parents. It does, however, lack some required information such as a financial statement and a report on the implementation of the action plan produced after the last inspection in 1999. Annual reports to parents about pupils' progress are good in that they are detailed and have suggestions as to how children can improve their performance.

54. Class teachers have a range of information on display for parents concerning class regimes, practical details and curriculum information. The headteacher also writes to parents about their children's behaviour or attendance, which is closely monitored. Parents are telephoned promptly if their children are absent without explanation. Parents can discuss their children's progress at the twice-yearly parents' evenings, which are well attended. Most parents agree that teachers are friendly and approachable. The school involves parents of children with special needs appropriately in their annual progress reviews.

55. Events such as drama performances and sports, run in conjunction with the receiving secondary school, are popular with parents. Nevertheless, many parents are not greatly involved in their children's education. A small number of parents and one grandparent come in regularly to hear readers or to support small groups of pupils aged five to seven. Others have helped in the school by, for example, erecting the pergola in the nursery play area. The ICT governor has taught staff and pupils about the use of computers. Reception children take home reading books but there is no organised system across the school for sending home books, reading records or homework diaries. Despite a satisfactory policy, homework is not used consistently to help raise standards.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The school is well led and managed by the headteacher. Governors are becoming increasingly involved in all aspects of the school's work, including its strategic planning and the monitoring and evaluation of the quality of education the school provides. Self-evaluation lies at the heart of the school's drive for improvement. The monitoring of teaching and learning, particularly in the core subjects, is well developed and has led to measurable improvement. Similar work is being developed in the foundation subjects. There is a suitable number of trained staff and learning support staff. Work remains to be done on the accommodation.

57. The headteacher, with the active support of staff and the governing body, provides good leadership to ensure clear education direction, setting the school on the path of improvement. The school has a set of specific aims to support pupils' personal and academic development. It is very largely successful in meeting those for pupils' personal development, and is beginning to realise its aims for their academic development.

58. Each member of the senior management team has a well-defined role. The team meets weekly and focuses on the raising of standards, in particular by monitoring planning of samples of work together. This has already had a positive impact on the quality of teaching, particularly in English, mathematics and science. This area of the school's work has improved since the last inspection. The headteacher undertakes regular classroom observations and gives written feedback to the staff. This information is now being passed to subject leaders. The literacy and numeracy co-ordinators have monitored the quality of teaching and learning in their subjects. The monitoring role of co-ordinators in the other subjects is in need of further development.

59. With the exception of information and communication technology and some gaps in the governors' annual report to parents, all statutory requirements are met. Key governors have a good understanding of the school's strengths and weaknesses and are playing an increasingly important role in the strategic management of the school. The curriculum committee monitors, evaluates and reviews the school improvement plan, reporting its findings to the full governing body. The role played by governors has improved significantly since the last inspection.

60. The school improvement plan, which contains clear and appropriate priorities that focus on raising standards, targets, time scales and responsibilities, provides a strong basis for raising the quality of education provided. The plan, however, is not always precisely costed and some success criteria are not sufficiently precise.

61. The headteacher, staff and governors show strong commitment to raising standards. Priorities have been clearly identified and extra resources sought and obtained, leaving the school well placed to succeed. The school met its targets for the number of pupils to reach the expected level or above in last year's national tests for seven year olds in reading, writing and mathematics. In the Year 2000 tests for 11 year olds, the school came close to matching its targets for the percentage reaching the expected level in English, but fell far short in mathematics. This year's unconfirmed results are similar in English but are above target in mathematics.

62. The provision for pupils with special educational needs is good and well managed. The co-ordinator is experienced and knowledgeable and gives good support to pupils and colleagues. She has regular formal and informal meetings with class teachers, support teachers and learning support assistants. She has established good relationships with outside agencies and has ensured that there are good resources to support pupils' learning.

63. There is an adequate number of suitably trained teaching and non-teaching staff with a wide range of experience. All subject leaders have undergone appropriate training to fit them for their roles. Learning support assistants and teachers generally work well together, particularly in the Foundation Stage. There is a well-detailed handbook for new staff, and the induction of those newly qualified is satisfactory. The school's arrangements for performance management are satisfactory.

64. The school has adequate accommodation to teach the National Curriculum, and the various spaces are used with ingenuity. Pupils benefit from the spacious playing fields. The play area for the nursery children is very good but only satisfactory for children in reception. Whilst the interior of the buildings is well maintained, the exterior is in need of decoration and repair. There are adequate resources to teach the National Curriculum and religious education. There are, however, too few fiction books in the library. At the time of the inspection there were not enough computers, though an ICT suite is to be opened shortly. Resources are very good in the nursery and reception, although there are too few multicultural dressing-up clothes and dolls. Attainment is adversely affected by a lack of resources in history.

65. Resources are well used to support educational priorities. The school is careful to ensure it benefits from all available grants, locally, regionally and nationally and uses the money well. Relatively small amounts of money are spent on supply and relief teachers. The cost per pupil is relatively high at £2354. An overspend of £13,060 was carried over from last year. This year's budget has been balanced with a small surplus of £297. Local and regional initiatives are also supporting pupils and the drive to raise standards. At the time of the inspection, the use of new technology is unsatisfactory, but this weakness is being addressed by the opening of a new computer suite. The school is only just beginning to apply the principles of best value to evaluate all aspects of its work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to raise standards, particularly in English, mathematics and information and communication technology throughout the school and in science for seven- to 11 year olds*, the headteacher, governors and staff should:

- Plan work in all subjects to support numeracy and literacy targets, particularly to develop skills in writing.
- Raise teachers' expectations of what pupils are capable of achieving and teach pupils to take more responsibility for the accuracy of their written work.
- Develop pupils' investigative and problem-solving skills in mathematics and science; and allow pupils to plan and carry out their own investigations.
- Ensure that all aspects of ICT are taught; improve resources; develop staff expertise and confidence through a planned programme of professional development; and ensure that the time allowed is sufficient to develop pupils' skills.*
- Improve the use of information on what pupils know and can do in order to match work precisely to pupils' prior attainment; plan for their individual needs so that they are suitably challenged and supported; closely monitor pupils' academic progress; and ensure that teachers' marking identifies pupils' needs and that these are addressed in work that follows.
- Raise attendance by ensuring that parents understand the need for regular attendance if their children are to benefit from the education opportunities provided by the school.*

67. The governors should also consider ways of enabling all subject co-ordinators to monitor the quality of teaching and learning in their subjects; ensure that success criteria in the school improvement plan are sufficiently precise for them to monitor school improvement; and develop the provision for multi-cultural education.

**These issues have already been identified by the school as priorities for development.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	61

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	26	15	2	0	0
Percentage	0	7	57	33	4	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	45	194
Number of full-time pupils known to be eligible for free school meals		44

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	64

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	7.8	School data	0.1
National comparative data	5.2	National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2000	16	10	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	9	9	11
	Girls	9	10	10
	Total	18	19	21
Percentage of pupils at NC Level 2 or above	School	69 (70)	73 (73)	81 (79)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	9	10	8
	Girls	10	10	9
	Total	19	20	17
Percentage of pupils At NC Level 2 or above	School	73 (70)	77 (88)	65 (82)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	Year	Boys	Girls	Total
	2000	16	16	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	4	7	11
	Girls	13	10	12
	Total	17	17	23
Percentage of pupils at NC Level 4 or above	School	53 (47)	53 (56)	72 (79)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	5	7	9
	Girls	9	13	13
	Total	14	20	22
Percentage of pupils at NC Level 4 or above	School	44 (53)	63 (56)	69 (68)
	National	70 (68)	72 (68)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	168
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	10	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes:

YR – Y6

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	23.9
Average class size	29

Education support staff:

YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	146

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	22.5
Total number of education support staff	2
Total aggregate hours worked per week	54
Number of pupils per FTE adult	11.3

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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£

Total income	547148.00
Total expenditure	560208.00
Expenditure per pupil	2354.00
Balance brought forward from previous year	0.00
Balance carried forward to next year	-13060.00

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
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
Number of questionnaires returned

194
20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	95	5	0	0	0
My child is making good progress in school.	75	10	10	5	0
Behaviour in the school is good.	45	55	0	0	0
My child gets the right amount of work to do at home.	30	35	20	10	5
The teaching is good.	80	15	5	0	0
I am kept well informed about how my child is getting on.	60	20	15	5	0
I would feel comfortable about approaching the school with questions or a problem.	75	15	10	0	0
The school expects my child to work hard and achieve his or her best.	40	50	10	0	0
The school works closely with parents.	45	30	10	10	5
The school is well led and managed.	55	40	5	0	0
The school is helping my child become mature and responsible.	60	35	5	0	0
The school provides an interesting range of activities outside lessons.	15	30	15	15	25

NB: There was a relatively small response to the questionnaire.

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

68. The provision for the teaching and learning of children in the nursery and reception classes is good. Children spend up to five terms in the nursery, some full-time and some on a part-time basis. When the nursery is full, there are 90 children attending either the morning or the afternoon session. Their attainment is broadly in line with what is expected of children of their age, although girls perform better than boys. All make good progress. Each September, 30 of these children who are four move into the reception class and, after attending part-time for a few weeks, attend school full time. The remaining 60 go to other local primary schools. The attainment of the girls in the reception class is broadly average, although there is a significant number of boys whose development is slow, especially in communication, language and literacy. The children settle quickly into the routines of the nursery and subsequently the reception class, and many make good progress towards achieving the Early Learning Goals by the end of the reception class. Those who find aspects of learning more difficult are identified and offered good support for their learning. The quality of teaching is good in all areas of the curriculum, and the children make good progress as a result of carefully planned activities and well-focussed discussions. All the lessons seen during the inspection were good.

Personal and social development

69. Personal and social development are given an appropriately high priority, especially when children first enter the nursery, and this is built on when they join the reception class. As a result, children are on course to reach this Early Learning Goal by the time they leave the reception class. They quickly establish very good relationships with adults and classmates. They enjoy their activities and can occupy themselves for sustained periods. They share and co-operate well, are able to concentrate and select resources and activities. The children become independent in many respects, such as dressing themselves, tidying the toys away and moving around the school. They learn to be responsible for jobs in the classroom through, for example, handing out drinks at snack time and taking the register to the school office. Routines are well established, and the children's well-managed behaviour enables them to learn and make good progress.

Communication, language and literacy

70. When children enter the nursery, some find it difficult to communicate with adults; their vocabulary is limited and their speech unclear. Through carefully planned activities, teachers encourage the children to express themselves clearly. All the adults act as good role models, extending and reinforcing children's vocabulary. Children begin to listen to instructions and respond to them. They get very excited about the content of stories, waiting in anticipation to know what happens next. The older children can recall characters from stories such as "Little Red Riding Hood" and make appropriate comments. For example, one girl said: "The wolf doesn't know where grandma is." A boy added: "That's because she's hiding." Some of the older children are already beginning to recognise individual letters in writing. One boy pointed correctly to letters saying, "That starts my name and that's at the end." By the time they leave the reception class, the majority recognise initial sounds accurately. They are all beginning to form letters correctly and can write their names unaided. The majority of children are on course to meet the Early Learning Goals, but some will not reach them either in reading or in speaking and listening. More boys are unlikely to reach the goals than girls.

Mathematics

71. Children are on course to reach the Early Learning Goals in number by the time they leave the reception class, although not in all the areas of mathematics. They are familiar with number rhymes and enjoy mathematical stories. Most of them recognise and name numbers from zero to ten, and the more able children count accurately to 20 and beyond. They are beginning to copy numbers accurately. The children co-operate well, obey the rules of a number game, and can sing a song such as "Five little speckled frogs" while performing the actions. The interesting sorting and counting activities provided give children the opportunity to develop their mathematical thinking and language, and this supports their progress.

Knowledge and understanding of the world

72. Most children are on course to meet the Early Learning Goals by the time they leave the reception class because they are given the opportunity to investigate a range of materials, equipment and technology. For example, when using the computer, younger children use the roller ball to complete successfully the "Dress the Teddy" program. Older children move the cursor carefully to place matching shapes on top of each other. The children are beginning to be aware of the changing seasons through discussions and displays of autumn fruits. They know that when it is cold outside they need to put their coats on. When nursery children stir the cake mixture, they notice that it gets thicker as they stir. In the reception class, children playing with the farm move the animals appropriately and make realistic noises. They decide they need to put the animals to bed and use bricks to build pens. The wide range of experiences appeals to their curiosity, extends their knowledge and vocabulary, thus supporting learning.

Physical development

73. The majority of children are on course to meet the Early Learning Goals by the time they leave the reception class. They are well co-ordinated and control their movements when handling tools, such as paintbrushes, scissors and small-wheeled toys. Their development is promoted in the nursery by the daily opportunities for physical outdoor play involving cycling, scooting and pulling and pushing toys, such as prams and pushchairs. When cycling, they follow the track carefully and avoid colliding with other vehicles. Most cycle well using two pedals on the tricycles but only one or two children can ride the two-wheeled bike with stabilisers. They enjoy these activities and have opportunities for taking turns and sharing toys. Some children spend the whole session riding a tricycle with a pillion seat, giving other children an enjoyable ride. There are fewer opportunities for the children in the reception class to build upon these skills because their class is poorly equipped with outdoor play equipment and their outdoor space is small. The staff are aware of this and development of this area is a priority. Children do, however, develop physical skills using small and large apparatus in the hall during their physical education lessons.

Creative development

74. Children demonstrate good painting techniques. Some concentrate for up to half an hour on creative activities, finding much satisfaction in the repetition of putting paint onto paper and pushing a paint roller over the surface. They competently clean their brushes, water pots and palettes when they have finished. They roll dough to make the figures of the three bears. The utensils in the sand and water trays allow children to develop their

imagination and skills. They pour water carefully from small containers into big ones, fill a bucket with sand and attempt to turn it over to make a sand pie. The children love to sing, and they accompany singing rhymes with percussion instruments played with enthusiasm and some rhythmic skill. Most are on course to meet the Early Learning Goals by the time they leave the reception class.

75. There is an appropriate Foundation Stage policy based on the Early Learning Goals. A vital part of the children's introduction to school is a home visit, which provides an opportunity for the family and school to exchange information. Parents are welcomed and encouraged to come into the nursery class to settle their child and to share their experiences. Baseline assessment is carried out early in the children's first term in the reception class, and this provides a useful guide to their attainment. Staff informally record significant milestones in children's development or note children who need to have more time to acquire a skill. The Foundation Stage is well managed and all adults work very well together to provide an appropriate environment where the children can learn. Staff are very skilled at knowing when to support children to develop skills and when to leave them to develop independence. The staff have high expectations of the children's behaviour and work and manage them well. In return, the children make great intellectual, physical and creative efforts to learn and thus develop their concentration and independence.

ENGLISH

76. In the Year 2000 National Curriculum tests in reading and writing for seven year olds, the proportion achieving the national expectations was well below average. The proportion reaching the higher level (Level 3) was also well below the national average in reading, but slightly above in writing. Unconfirmed figures for the 2001 National Curriculum tests show that attainment in English at age seven remains low. Attainment in English at age 11 was also well below the national average. The number of pupils achieving the national expectations in last year's national tests for 11 year olds was far below the national average. Unconfirmed figures for the 2001 tests show an improvement, but they remain below the national expectations. Standards have risen since the last inspection, largely as a result of the introduction of the literacy hour, but they remain low.

77. Pupils come into school with under-developed literacy skills. Good teaching in Years 1 and 2 maintains and builds on the good progress made in all aspects of the subject in the foundation stage. Evidence gathered during the inspection, however, shows that standards remain below what is expected nationally for pupils aged seven. There has been a similar steady rise in standards for 11 year olds, but they too remain below national expectations. Inspection evidence shows a noticeable weakness in written work. In the present Year 6, there are deficiencies in the basic skills of punctuation, spelling and handwriting. The attainment of girls exceeds that of boys, particularly in writing.

78. Pupils aged five to seven are able to participate well in the literacy hour, which is making a valuable contribution to their progress. Younger pupils talk in small and large groups and listen and respond to stories and instructions. They all understand how to use books and can talk about the characters and events in stories. As pupils move through the school, their speaking and listening skills are developed through discussion activities and some pupils are able to speak confidently to adults and in class. The listening skills of pupils aged five to seven are good. Younger pupils follow stories attentively and show their understanding by asking appropriate questions. During the inspection, however, little use was made of drama or role-play to extend pupils' skills in speaking and listening. By the age of 11, pupils' speaking and listening skills are close to the levels expected nationally, although many pupils in the current Year 6 are not good listeners.

79. Standards in reading at the end of both key stages are satisfactory for the majority of pupils and there are some able readers. The school does not use one specific reading scheme, but pupils are encouraged instead to use a variety of books appropriate to their ability level. Most pupils enjoy books and take pleasure in reading. There is a marked preference for non-fiction books among the boys, which suggests that the school needs to do more to extend their range of reading material.

80. Many of the five- to seven year old pupils can use a variety of strategies to support their reading, including the use of phonics and picture clues. Some pupils, however, need more instruction in the use of these strategies in deciphering unfamiliar words, though they are given good support in group-reading sessions. In the seven to eleven age group, some pupils' library skills are well developed as they belong to a public library. Some older pupils, however, have difficulty finding texts using their knowledge of the alphabet. Pupils of average attainment are able to read and enjoy a variety of books and have well established reading strategies to help them decode unfamiliar words. Reading records are kept, but they are not used consistently and are not designed to foster links between home and school and give information to parents and carers about pupils' progress in reading.

81. Standards in writing are below average for the majority of pupils in all year groups. Most five to seven year old pupils are able to develop ideas in a sequence of sentences, sometimes using capital letters and full stops correctly. Many are able to write clearly by the end of Year 2. The majority, however, continue to make errors in basic spelling and punctuation, a weakness which continues into Key Stage 2. Most pupils write with clearly shaped and correctly positioned letters, but there are significant numbers who do not use joined handwriting.

82. By the age of 11, written work is sometimes presented well, with pupils being able to use joined up writing, rather than printing. This is not always the case, however, and, coupled with the fact that some pupils choose to use pencil rather than pen, the presentation of pupils' work suffers. This has an effect on work in other subjects. The school has not yet implemented literacy across the curriculum effectively, and opportunities are not taken for pupils to write in an extended way in, for example, history and geography. As a result, pupils' writing is limited to giving short factual answers. Increasing opportunities for writing is a priority of the current school improvement plan.

83. Pupils can write in a satisfactory variety of ways, depending on the subject and the intended audience. The higher attaining pupils are able to write about and illustrate their ideas well, using a more formal style where appropriate. Some good and lively play scripts and letters were seen during the inspection. However, the work produced by the most able 11 year olds is competent but no more. Teachers could consider ways of helping pupils develop poetic insight and vocabulary; structure logical argument; and write stories with dramatic events and forceful dialogue.

84. Many pupils in Years 5 and 6 are clear about the difference between a dictionary and a thesaurus and can make effective use of them. By the end of a lively Year 5 lesson, pupils were able to make thoughtful verbal sketches of characters from a story, using the thesaurus to widen their range of descriptive words. The vocabulary choices of more able pupils are imaginative and words are used precisely. Not all pupils, however, are able to organise simple and complex sentences into paragraphs.

85. Pupils are encouraged to concentrate on grammar, spelling and punctuation. In some work, a range of punctuation, including commas, apostrophes and inverted commas, is used accurately. Even in Years 5 and 6, however, pupils misspell common words such as "which". Pupils seldom use computers to develop their work by drafting and redrafting, although information technology is used in some classes to support lower achieving pupils.

86. Of the seven lessons seen, teaching was very good in one, good in four and satisfactory in three. The best teachers set a good pace and ensure the work will stimulate all pupils and challenge the most able. In other lessons, however, teachers spend too much time talking at the pupils and fail to involve them through sharply focused questions. This can result in pupils losing interest and the lesson not entirely fulfilling its objectives.

87. Teachers make good use of grammatical and other terminology and this reinforces pupils' knowledge of technical terms. In the best lessons, pupils are encouraged to think about the characters in the stories they read and how their actions affect the feelings of the other characters. Teachers often read in a lively and dramatic way, which provides a good model for pupils to follow when they read.

88. Pupils with special educational needs are given support that enables them to make good progress in relation to their prior attainment. Classroom and learning support assistants make an effective contribution to the good progress of these pupils. They clarify questions, explain new vocabulary and give encouragement. These pupils have good individual education plans that are implemented carefully and reviewed regularly.

89. Teachers are good role models for pupils to follow in valuing and respecting the ideas and opinions of each other. No answer or comment made by a pupil is ever dismissed as worthless by any teacher, and this effectively builds up an atmosphere of trust in which self-esteem and self-confidence are enriched. In some lessons, however, there is a difference in the way that boys and girls are treated. Teachers need to be aware of the need to encourage boys to improve their writing skills rather than concentrating on perceived lapses of behaviour and attention.

90. Teachers' marking is always positive in tone and the best examples give clear guidance as to how pupils can make further progress. This is not always the case, and the school needs to ensure that the practice of the best teachers is followed throughout the school.

91. The management of the subject is satisfactory. The co-ordinator monitors planning and the quality of teaching. The senior management team, of which the co-ordinator is a member, also monitors the planning of the subject. Raising standards in writing is a priority in the school development plan and the school is on course to reach its targets in national tests for pupils at age seven and eleven. The assessment of pupils' work is now well established, but the information is not always used well to plan for the needs of individual pupils. The co-ordinator is aware of the need to review the materials used in the literacy hour and adapt them to the needs of all pupils.

92. The library is centrally situated, but is not an area that children find welcoming and as a result it is under-used. The stock of books is small and the display areas very cramped. Many books are kept in plastic stacking boxes pushed under the seating. The reference section is a more attractive place but much of the material here is for the use of teachers.

93. As part of its drive to raise standards, the school is involved in various initiatives to improve literacy, some run by the local education authority and universities. The subject makes a good contribution to the social, moral and cultural development of its pupils.

MATHEMATICS

94. In last year's national tests for pupils aged seven, the school's standards were well below the national average and below average when compared with similar schools. Nevertheless, standards have risen during the last few years and although they are currently below average in the present Year 2, pupils are making good progress due to consistently good mathematics teaching in this year group.

95. In the tests for 11 year olds, the school's results were well below the national average and when compared with similar schools. Standards have steadily improved during the last four years due to the successful introduction and implementation of the national numeracy strategy. The unconfirmed results of this year's tests for 11 year olds are above the national expectations, although few pupils reached the higher level (Level 5).

96. Inspection evidence shows the attainment of the current Year 6 is below average, but this group contains a large proportion of pupils on the special educational needs register. The school has yet to introduce booster classes for older pupils in Year 6 to help raise standards for higher attaining pupils and as a result many are not sufficiently challenged. Pupils with special educational needs, who have little or no extra support apart from their class teacher, often find difficulty coping without additional help and are underachieving.

97. Test results from the last two years and inspection findings indicate that girls perform better at both key stages than boys. Good emphasis has been placed on improving mental computation and fact retention as a part of the numeracy hour, which is beginning to have a positive effect on pupils' basic number skills. There are, however, not enough opportunities for using and applying mathematics in problem solving activities, which has a negative impact on standards of attainment throughout the school.

98. By the age of seven, most pupils can add and subtract to 20. Higher attainers can competently order numbers to 100 and partition two digit numbers. Most pupils can measure length in centimetres and weight using kilograms, but many find difficulty estimating accurately. Many pupils recognise and identify the properties of two-dimensional shapes and can produce a simple pictogram of their favourite fruit. However, there is an over-dependence on using photocopied worksheets and workbooks in the infants, where much of the work is not well matched to pupils' prior attainment. This has an adverse effect on higher attaining pupils who are not sufficiently challenged to reach their full potential in mathematics.

99. By the age of 11, pupils have extended their knowledge of number and measurement. Higher attainers can select the correct mathematical operation to solve problems and have a basic understanding of place value using decimals. Many less able pupils do not know number facts by heart but make satisfactory progress using smaller numbers. Most pupils have a reasonable understanding of fractions, but many become confused when using more complicated decimals or percentages. Many can use two figure co-ordinates to draw different shapes on squared paper, but find difficulty using negative numbers. They find the area and perimeter of shapes by counting squares. Many pupils can produce a simple block graph from tally charts, but not enough use is made of information and communication technology to support learning.

100. The quality of teaching has been maintained since the last inspection and is good overall for pupils aged five to seven and satisfactory for those aged seven to 11. Of the six lessons seen, one was very good, three were good and two were satisfactory. In the very good Year 2 lesson, the teacher had high expectations of what pupils could achieve and made the learning fun. As a result, pupils were engaged and interested throughout the lesson and made good gains in their understanding of how to double numbers up to ten.

101. Examples of good teaching, which pupils found suitably challenging, were seen throughout the school. These were characterised by good planning to ensure that all aspects of the numeracy strategy were covered in such a way as to capture the pupils' interest through work matched to what pupils they already knew and could do. In a good Year 3 lesson on the use of subtraction when shopping, pupils were expected to explain how they had arrived at their answers. Not only did this give them a clear understanding that there was often more than one way of solving a problem but it also helped them to understand just what it was they had learnt. In the good and very good lessons, the teaching enabled pupils of all abilities to make good progress and achieve well.

102. In lessons otherwise judged to be satisfactory, all for children aged seven to 11, work was not always closely matched to prior attainment and teacher's expectations were not high enough and as a result pupils did not always try hard to produce their best work. In one lesson, for example, pupils with special educational needs found the work too difficult, which limited their opportunity to take part in discussion or to answer questions.

103. The subject is well managed. The new co-ordinator is enthusiastic and will have opportunities to monitor teaching and support her colleagues. Useful assessment procedures have been introduced and the school has begun target setting for groups of pupils. Procedures for monitoring and supporting pupils' academic progress are underdeveloped and assessment is not used effectively to plan pupils' work. As a result inappropriate tasks are set for some pupils and consequently their progress is impeded. Numeracy skills are not yet promoted in other curriculum subjects including information and communication technology to support pupils' learning.

SCIENCE

104. The Year 2 teacher assessments in the year 2000 indicate that standards achieved by seven year olds are well below both the national average and those achieved by pupils in similar schools. The results in the national tests for 11 year olds show that standards achieved are well below the national average and those achieved in similar schools. Last year's pupils achieved standards lower than those for the previous three years, when pupils attained in line with national expectations. Unconfirmed results for this year's tests for 11 year olds show that results are below the national expectations.

105. No specific judgement was made on science in the last report but other evidence, such as test results, discussions with teachers and a review of planning, shows that standards have risen over the last four years. In 1999, results in the national tests for 11 year olds was close to the national average.

106. Evidence gathered during this inspection shows that standards in the current Year 1 and 2 classes are broadly in line with what is expected nationally for children of their age. Standards observed in the current Year 6 indicate that they will not reach the national expectations. However, attainment seen in Year 5 indicates that many of these pupils should reach the expected levels in 2003.

107. Pupils in Year 1 learn how seeds grow. They learn that seeds need soil and water, and understand that seeds from the same plant grow at different rates. They are able to draw and label their predictions. More able pupils suggested that putting the plants on the window ledge would help them get more light. Year 2 pupils understand that some materials are natural and some are man-made and can sort them into categories. They record their findings independently in a table.

108. Year 5 pupils can plan a fair test of conditions that affect germination. They understand that the growth of seeds can be promoted by the use of nutrients as well as soil, heat and light. Working on light sources and reflection, Year 6 pupils try to identify which materials reflect better. They are able to say which reflects best or worst, but lack of resources made it difficult for them to keep checking the materials to make secure comparisons.

109. Teaching was good in Years 1 and 2. Of the three lessons seen in Key Stage 2, teaching was satisfactory in two and good in the third. Teachers explain the tasks carefully to pupils, prepare the resources well and show appropriate subject knowledge. An analysis of pupils' work shows that they are making satisfactory progress in Years 1 and 2. Teachers are working hard to improve investigative skills, but the pupils do not always explain clearly enough what they did and why. With the exception of Year 5, progress in Key Stage 2 is too slow, mainly because teachers are too prescriptive in what they want pupils to do. As a result, pupils do not design their own experiments, consider the criteria for a fair test or evaluate the outcomes. In a Year 6 lesson, for example, pupils were not asked to devise their own experiment. They were given the task, shown the materials and told exactly what to do.

110. Management of the subject is satisfactory. The school has identified investigative skills as a weakness within the subject and is seeking ways to address the problem. Teachers use the school scheme of work alongside national guidance to plan and deliver their lessons. The co-ordinator ensures that planning follows government guidelines but has not yet had the opportunity to monitor the quality of teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

111. It was only possible to see two lessons in information and communication technology, both in Key Stage 1. Judgements are based on interviews with the co-ordinator and a review of planning. Pupils' standards in ICT at ages 7 and 11 are below national expectations, and pupils make unsatisfactory progress throughout the school. Teachers plan to cover all the elements of the programmes of study of the National Curriculum, but pupils do not have enough time or sufficient computers to practise what they are taught. As a result, the ICT curriculum does not meet statutory requirements. A new ICT suite will open as soon as 15 computers are installed. During the inspection, each class had access to one computer.

112. The last inspection report did not contain a specific judgement on attainment in ICT, but inspection evidence suggests that progress has been slow, largely because of the lack of resources and gaps in teacher's expertise, which have now been addressed.

113. By the age of seven, pupils are able to change the colour, size and typeface when writing their names. They use a word bank to write text under a picture. They know how to create pictograms and tally charts to display information they have gathered. Pupils know how to use the shift key to create capital letters, can edit and save their work. They use the backspace and shift keys to order text into the format of a poem. They know the names 'cursor' and 'arrow keys' and understand how to use them. However, they are slow to find the keys on the keyboard because they do not spend enough time using a computer.

114. By the age of 11, pupils can enter data onto a spreadsheet. They begin to insert and edit text and images. They use a Junior Multimedia Lab to create an interactive page that moves and has sound. The pupils are asked to design a similar page on paper. Nevertheless, when asked, the pupils had no idea how they were going to translate the design on paper onto the computer.

115. Not enough use is made of computer programs to support work in other subjects. Good examples were seen in Year 2 where pupils word process their description of an island, and lower attaining pupils in Year 3 use ICT during literacy lessons, for instance to identify verbs.

116. Teaching of pupils aged five to seven is satisfactory overall. Of the two lessons seen, teaching was satisfactory in one and good in one. In the good lesson, the teacher gave clear instructions, continually reinforcing what was being learnt. As a result, by the end of the lesson pupils knew how to move text and how to change and add capital letters. In the satisfactory lesson, learning was impeded by a lack of resources. Nevertheless, the teacher gained the pupils' interest and they were prepared to offer suggestions and answers when discussing the difference between a computer simulation and reality. As no lessons were seen for pupils aged seven to 11, it is not possible to make a judgement on teaching.

117. The subject is satisfactorily managed and the co-ordinator has good knowledge and experience. She has worked hard to prepare the staff to use the new suite, but is aware that there may be teething problems that will again slow the already too slow progress that the pupils make. She is aware that some teachers need further training to extend their expertise and build their confidence to extend pupils' learning and deliver higher levels of teaching. All the staff will have training early next year. The increasing skills of teachers and the opening of the new IT suite leave the school well placed to improve the quality of teaching and learning and to raise standards.

RELIGIOUS EDUCATION

118. Standards in religious education are in line with those expected in the locally agreed syllabus. In addition to the four lessons seen, evidence is drawn from teachers' planning, pupils' work and discussions with staff. The school has recently adopted a new agreed syllabus and is considering a draft scheme of work to help teachers to plan their work more effectively.

119. Pupils aged five to seven develop an awareness of Christianity and the Old Testament through the stories they hear, such as Abraham, Samuel, and Jesus in the Temple. They visit their local church to learn of some of the symbols associated with Christianity. Pupils begin to understand customs and beliefs of different religions by discussing stories from different faiths. Pupils aged seven to 11 extend their knowledge of the significance of symbols to Christianity, Hinduism, Judaism, Sikhism and Islam. They have good opportunities to handle artefacts to support their learning. In circle times, assemblies and lessons, pupils are beginning to explore feelings and develop their understanding of relationships. This was well demonstrated during the inspection, when older pupils were considering how Hindus believe God comes to them through their senses.

120. Teaching of the subject is good. Of the lessons seen, three were good and one was satisfactory. Teachers manage their pupils well and have a sound understanding of Christianity. In a good Year 6 lesson, the teacher used his own knowledge to enable pupils to explore the feelings and experiences that can give rise to worship so that they could design their own glass window of a bible scene. He gave particular help to less able pupils, so that they too could achieve the objectives of the lesson. The good teaching in Year 3 was underpinned by good subject knowledge, which enabled work to be carefully planned to meet the needs of all pupils. As a result, by the end of the lesson pupils had a good understanding of the symbols used by Christians. In the otherwise satisfactory lesson, the learning of pupils was slowed because of the time taken to settle them after lunch and the need to bring pupils back to the work in hand and various times during the lesson.

121. Management of the subject is satisfactory. The co-ordinator hopes to produce a logical approach to developing pupils' skills, knowledge and understanding in the subject through a new scheme of work and improved assessment procedures. manage their pupils well and have a sound understanding of Christianity. There has, however, been no recent in-service training to support teachers' knowledge, understanding and confidence to teach about other religions. The co-ordinator plans to begin monitoring teaching across the school to support colleagues, and to improve the use of information and communication technology across the curriculum.

ART AND DESIGN

122. Standards of attainment are in line with national expectations at the ages of seven and eleven. During the inspection, it was only possible to see one lesson in art due to timetabling arrangements and therefore no judgement can be made on the quality of teaching. The lesson seen was satisfactory. Judgements on standards are based on other information including discussions, scrutiny of pupils' work and displays around the school.

123. Pupils aged five to seven are able to mix primary and secondary colours. They explore and experiment with patterns through printing, and successfully use chalk drawings to create their own imaginary island. Junior pupils use a wider range of media and techniques, including clay to make and decorate their own Roman pots. Many older pupils produce accurate drawings of still life, developing skills of texture, line and tone using pencils. They study the work and make detailed copies of many famous artists. Attractive paintings are well displayed around the school.

124. The co-ordinator gives good support to staff and has recently revised the scheme of work to help teachers to plan more effectively. She has however, no opportunity to monitor teaching and learning across the school to help develop the confidence and expertise of colleagues. She has identified the need to use sketchbooks more consistently, build up resources, and provide more opportunities for three-dimensional work to improve the quality of pupils' learning. Currently there is no opportunity for pupils to visit local galleries or experience the expertise of professional artists to broaden their experiences.

DESIGN AND TECHNOLOGY

125. There was limited teaching of design technology during the period of the inspection. Of the two lessons seen, one was good and the other satisfactory. Taking these lessons into account, together with the work seen in pupils' books, available records, interviews with pupils and display material, pupils' work at the age of seven is satisfactory, but standards are below the national expectation at the age of 11.

126. All pupils, including those with special needs, make satisfactory progress.

127. Pupils in Years 1 and 2 are able to generate ideas and plan what to do next, based on their experience of working with materials and components. They use pictures and words to describe their designs. They have made glove puppets and used cutting, measuring and joining skills to assemble these before decorating them. They have also used recycled materials to create vehicles with wheels from scrap materials. In a good Year 2 lesson on "Joseph's coat of many colours", they were able to evaluate the various methods they had used to join materials. Pupils recognise what they have done well as their work progresses, and suggest things they could do better in the future.

128. A Year 6 project on making slippers showed that pupils are able to use words and labelled sketches to add details to their designs. Pupils in Year 5 made good use of a flow chart diagram to show the steps in a project about making biscuits. Pupils have the opportunity to work with a good range of tools and techniques so as to develop their skills. They can evaluate their designs by identifying what is working well and what needs to be improved. By the age of 11, however, they are not able to generate alternative designs for their projects or choose the best design from a range of possibilities. In an otherwise satisfactory lesson, some more able pupils were not sufficiently challenged, which led to some disruptive behaviour and silliness.

129. The management of the subject is satisfactory. The school has adopted the government-approved scheme of work and allocated topics for each year group. Some of these projects need to be analysed to ensure that all elements of the National Curriculum are taught and that projects chosen for the older pupils build on their prior attainment. The recording and monitoring of pupils' progress needs to be developed so that pupils' work can be judged against National Curriculum levels.

130. The co-ordinator has a good file of pupils' work that can form the core of displays for the subject and act as examples. There are sufficient resources kept in a central location and teachers have easy access to them. There is, however, little display of pupils' work around the school. The use of information and communication technology to support pupils' learning in this subject is also under-developed.

HISTORY and GEOGRAPHY

131. Standards in history and geography are unsatisfactory at the ages of seven and 11. Teachers are beginning to plan in line with the requirements for the new curriculum and are having to adjust to teaching the key skills such as chronology and the use of primary and secondary sources in history. They are also developing geographical terminology and an understanding of patterns and processes in geography.

132. No history was being taught in Years 1 and 2 during the inspection, so judgements have been made by looking at teachers' plans and pupils' past work. This indicates that by the time they are seven, pupils understand that life was different in the past. They look at pictures to identify the differences and similarities between then and now. Scenes from a Victorian seaside give them opportunities to identify differences in clothes and transport. They hear stories about famous people, are beginning to understand that events change people's lives and that changes in the past affect people today. They identify objects as being used now, long ago and very long ago.

133. In geography, pupils in Year 1 begin to understand maps by putting photographs of places around the school onto a large blank map. Pupils in Year 2 understand differences between places through their study of the imaginary island of Struay compared with their first-hand knowledge of Avonmouth.

134. Attainment in history is limited in Years 3 and 4 by the restricted resources available. Most pupils listen to the teacher and can recall facts when questioned. However, they often do not understand the historical or geographical implications of what they remember. They do not know how to find information systematically from reference books and other sources. They tend to write from their own scanty knowledge. This was especially noticeable when pupils in Year 4 were asked to write questions about living in air raid shelters during the Second World War. In Years 3 and 6, pupils were studying the history and geography of

Egypt and Greece. They were interested in learning facts about life in ancient times and eager to look at atlases and travel brochures showing the modern countries. Few pupils understand that one of the reasons why people visit those countries today is because of the importance of their history.

135. Of the six lessons seen, teaching was satisfactory in three, good in one and unsatisfactory in one. Good teaching was characterised by a fast pace and good teacher understanding of key skills. Open-ended questions to make pupils think were pursued by the teacher asking, 'Think about the holiday home; are the people always there?' Pupils' attitudes varied across the classes. Most were interested in the topic, but those who were keenest had been fired by the way the teacher delivered the lesson and made it relevant to them.

136. Both subjects are managed satisfactorily and the co-ordinators are aware of where improvements need to be made. There are too few opportunities for pupils to write at length and to use reference books for private research. The lack of sufficient appropriate resources is impeding progress.

MUSIC

137. Pupils, including those with special educational needs, reach the expected standards for their age. Timetabling arrangements during the inspection meant that only two music lessons were seen. In making judgements on standards, account was taken of these lessons, a review of planning, an interview with the co-ordinator and the use of music in assemblies. Pupils can sing in tune and some have an evident sense of enjoyment in music making. Pupils with special educational needs are supported appropriately and have full access to the subject.

138. Younger pupils respond well to music lessons. They learn about pitch and duration and how sounds can be made in different ways. In a very good Year 2 lesson, pupils learned how to layer sounds, work co-operatively as a group and follow a conductor. They were also able to improvise patterns on percussion instruments and listen carefully to their own and others' playing. Pupils also know about the various purposes of music, for example dance, lullabies, and background music.

139. In lessons, older pupils understand the difference between pulse and rhythm, and are able to demonstrate various rhythms using percussion instruments. In a good Year 5 lesson, pupils were able to recognise rhythm patterns from written music and write their own patterns. Groups of pupils then performed the patterns they had written, and other pupils evaluated the performance. Pupils can express their likes and dislikes of various types of music and many recognise different instruments and use appropriate vocabulary to describe their sounds. Music is used as a stimulus for other artistic areas and pupils have written poems and painted pictures as a response to a piece of music. Pupils listen to examples of music from other cultures and appraise them, as seen in an assembly when music was played to link with the Jewish New Year.

140. Planning indicates that there are some lively and well-planned lessons. Pupils are given some experience of composing but not enough to make the progress expected by age 11. ICT is used to help pupils acquire composing skills.

141. The experienced co-ordinator is aware of the difficulties experienced by non-specialist teachers of the subject and supports colleagues by helping them to be fully aware of the appropriate work for each age group. The school uses a commercial scheme of work that covers all topics prescribed for the National Curriculum. Planning for the subject is clear.

Resources are adequate, and all classes have a basic kit of instruments that can be supplemented by further resources kept centrally. A recorder group, which is part of the school music club, enriches the musical life of the school. Pupils sing in Bristol Cathedral's Christmas concerts and take part in performances with other schools. Pupils benefit from visits by musical groups from outside the school, including the band from the main receiving senior school, which also provides individual brass instruction.

PHYSICAL EDUCATION

142. Standards of attainment for pupils aged seven and 11 meet the national expectations for their age. Pupils from Year 3 to Year 6 attend regular instruction at a local swimming pool and standards exceed national expectations. By the age of 11, the vast majority of pupils can swim at least 25 metres, and many have survival and life-saving skills. The school has strong links with the receiving secondary school, which lends equipment and arranges regular tournaments. Outside coaches from Bristol's football and rugby clubs visit to help develop pupils' skills as part of the extra-curricular activities provided by the school.

143. Timetabling arrangements during the inspection meant that it was not possible to see dance. Pupils aged five to seven learn the importance of warming up at the beginning of lessons and the need to respond to commands for personal safety. They develop the basic skills of throwing and catching accurately, using beanbags and plastic balls. Pupils aged seven to 11 develop passing and receiving skills, using a variety of larger balls to develop the techniques of a bounce and chest pass. Most pupils can throw and catch accurately. In gymnastics, pupils learn to stretch different parts of the body to warm up muscles. They move around the hall at various speeds, using different movements. They refine their movements to develop a simple sequence of travelling actions and balances, using mats and small apparatus.

144. Teaching is satisfactory throughout the school. Of the five lessons seen, two were good, two were satisfactory and one was unsatisfactory. The good lessons were underpinned by good subject knowledge, were well planned and had clear objectives, which were explained to pupils. In a good Year 3 lesson the teacher led a lively discussion following a good practical exercise, which enabled pupils to gain a good understanding of the effect physical activity had on their bodies. In a good Year 2 lesson, pupils responded well to the teacher's challenging approach and were able to identify ways in which to improve their throwing and catching skills.

145. In one otherwise satisfactory lesson, the pace was slow and the pupils' interest was not held. In another, the learning of many pupils was limited due to the lack of challenge in the lesson and the length of time spent waiting to take part in the activity. In the unsatisfactory lesson, the teacher lacked confidence and set inappropriate tasks, which did not fully involve or challenge pupils. Pupils became disenchanted and behaviour deteriorated so that pupils made few gains in their learning.

146. Management of the subject is satisfactory. The headteacher is the co-ordinator and is in a good position to monitor the subject. He has identified the need to develop aspects of dance, improve teachers' confidence and provide more challenge to extend pupils' learning. Procedures for gathering information on what pupils know and can do are unsatisfactory and the information that is available is not well used to plan for the needs of pupils.

147. The last report contained specific judgements on standards in English and mathematics only. As a result it has not been possible to measure improvement in all subjects.