

INSPECTION REPORT

BADOCK'S WOOD PRIMARY SCHOOL

Southmead, Bristol

LEA area: Bristol

Unique reference number: 109139

Headteacher: Mr D Macey

Reporting inspector: Mr J R Francis
17976

Dates of inspection: 15 – 18 January 2001

Inspection number: 198254

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Doncaster Road Southmead Bristol
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Thackray
Date of previous inspection:	9 – 10 November 1998

INFORMATION ABOUT THE INSPECTION TEAM

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17976	Mr J R Francis	Registered inspector	Science, Art and design.	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed?
13911	Mrs J Gallichan	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
7465	Mr R Brent	Team inspector	English Geography Physical education English as an additional language Special educational needs Equal opportunities	
21992	Mrs J Newing	Team inspector	History Music The Foundation Stage	
30304	Mr B Wigley	Team inspector	Mathematics Design and technology Religious education	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Badock's Wood Primary School is in the Southmead district of Bristol. The area served by the school includes a substantial proportion of local authority housing, with few privately owned houses. It is one of high unemployment, and deprivation, and the number of pupils eligible for a free school meal (51.6 per cent) is well above the national average. There are 248 pupils on roll, including 55 children under the age of six. There are significantly more boys (131) than girls (107): particularly noticeable in Years 2 and 3. Only three pupils come from minority ethnic groups and have English as an additional language; however, they require little in the way of additional support. Children's attainment is well below average when they start school. Almost 50 per cent of the pupils are on the school's register of special educational needs, mainly for moderate learning difficulties, which is well above average, although the number of pupils with statements of special educational needs is around the national average. There has been a significant change to the teaching staff over the last two years, with eight new teachers joining the school. The headteacher has been in post since September 2000.

HOW GOOD THE SCHOOL IS

This is a school that is continuing to improve and develop. The recently appointed headteacher has made a good start in bringing clear educational direction to the work of the school, and has the support and confidence of the staff, governors, pupils and parents. Practice is becoming more consistent throughout the school, and this is improving the quality of education and the standards pupils attain. The caring and supportive relationships found throughout the school are reflected in pupils' good attitudes and behaviour. The school offers satisfactory value for money.

What the school does well

- The headteacher provides clear educational direction, which is enhanced by the work of the governing body;
- The school identifies targets for improvement in pupils' attainment and personal development;
- Pupils' moral and social development are good;
- Pupils develop good attitudes to school, which result in good behaviour;
- There are good informal links with parents, who have very positive views of the school.

What could be improved

- Standards of attainment, particularly in English, including handwriting and presentation, science and information and communication technology;
- Pupils knowledge and understanding in geography and history;
- The monitoring and evaluation of teaching and learning;
- The roles and responsibilities of staff, particularly senior staff;
- The length of the teaching day at Key Stage 2;
- Pupils' attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection in October 1997 judged the school to require special measures. Subsequent monitoring by HMI resulted in the school being removed from special measures in November 1998. However, this inspection judged that standards remained low, assessment was not used effectively to help teachers' planning; the curriculum had no clear framework for developing pupils' knowledge, skills and understanding; and the school's development planning needed some improvement. Since then, the recently appointed headteacher, staff and governors have responded well, and many of the action points have been addressed well. The new teachers have strengthened the teaching staff, and the new leadership is taking the school forward. There are still issues to address in relation to monitoring the quality of teaching and learning, and making sure that the work planned is carefully matched to pupils' previous learning. However, the quality of teaching has improved and this is being reflected in the improvements seen in many subjects, particularly mathematics.

STANDARDS

The table shows the standards achieved by 11 year olds 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	C
Mathematics	E*	E	E	B
Science	E*	D	E	C

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

Results for 11 year olds from the most recent national tests show that standards are well below the national average for English, mathematics and science. Results have been consistently well below average for the last four years, although they have improved in line with the national trend. However, when these results are compared with similar schools, this shows pupils' attainment is in line with the average in English and science, and above average in mathematics. When comparing these results with those of the same pupils at the end of Key Stage 1, this does show good improvement over time. For pupils at the end of Key Stage 1, (seven year olds) standards in reading, writing and mathematics are very low when compared with all schools and, against those that have a similar intake of pupils, attainment remains very low in writing, and well below average in reading and mathematics. This is virtually unchanged over the last four years.

Standards in information and communication technology remain very low, but this is due to the poor provision in the past. The school is now addressing this and improvements are being seen. Standards in religious education are in line with those expected in the locally agreed syllabus for pupils of this age. In other subjects, attainment is generally in line with national expectations, with the exception of geography and history, where standards are well below average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They really enjoy coming to school and are enthusiastic about their learning.
Behaviour, in and out of classrooms	Behaviour throughout the school is good. During lunchtimes and assemblies, behaviour is often very good.
Personal development and relationships	Relationships are very good. Pupils quickly become engaged in activities, co-operate and share resources fairly.
Attendance	Attendance levels are unsatisfactory, and well below the national average. Unauthorised absence is also high.

The good attitudes and behaviour seen at the time of the last inspection have been successfully maintained. Parents responding to the questionnaire agree their children enjoy coming to school and that they behave well.

TEACHING AND LEARNING

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

At the time of the previous inspection, the quality of teaching was considered a serious weakness, with more than four out of ten lessons being unsatisfactory or poor. Since then there has been a significant change to the teaching staff. Little unsatisfactory teaching was observed during this inspection: more than nine out of ten lessons were satisfactory or better, and around one lesson in three was of good quality. There are significant strengths in the Foundation Stage of nursery and reception, which accounted for over half of the good teaching seen.

In the rest of the school, good teaching is found mainly in the core subjects of English and mathematics: in literacy and numeracy lessons. However, good teaching is also seen in religious education and personal, social and health education lessons, and is an important factor in developing the good attitudes and behaviour seen throughout the school. While the two very good lessons observed were in Year 6, there were fewer examples of good teaching at Key Stage 2 than in the rest of the school, and all of the unsatisfactory or poor teaching observed was in this key stage. This is mainly due to the teachers' failure to manage pupils effectively, for example, during class discussions, and low level disruption that prevents many pupils from completing their work. A further weakness, even in otherwise satisfactory lessons, is where teachers fail to provide work suitably matched to the range of ability found within the class or group.

The best quality teaching and learning comes from a combination of factors. Teachers have a good knowledge and understanding of the subject they are teaching; lessons have a brisk pace, and pupils are well motivated. Good questioning, which encourages pupils to answer thoughtfully, and in sentences rather than single words, is a feature of most of the better quality teaching and leads to the most effective learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a curriculum that is broad and relevant and fully meets statutory requirements, covering all the National Curriculum subjects, including religious education in accordance with the Avon Agreed Syllabus guidelines. However, the time given to teaching at Key Stage 2 is below the recommended minimum.
Provision for pupils with special educational needs	Pupils are well provided for. Their needs are clearly identified in their individual education plans and the creation of special teaching groups for literacy and numeracy help them to make satisfactory progress.
Provision for pupils with English as an additional language	The few pupils who have English as an additional language require little additional support and progress at the same rate as other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is satisfactory overall. Pupils' moral and social development is well catered for and is a feature in the school's day-to-day provision.
How well the school cares for its pupils	Pupils receive very good support and guidance from teachers and other adults in the school. There are good arrangements in place for child protection, and for the general health, safety and welfare of pupils. The recently produced assessment policy is being developed to monitor pupils' progress.

Good relationships have been established with parents and there is much good quality, informal contact. However, there is little involvement of parents in the education of their children, either in school or at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The recently appointed headteacher provides good leadership and has a clear view of what the school needs to develop and improve. The measured way in which he has introduced changes has been successful in taking the staff forward with him. He is assisted by an able deputy headteacher, and between them have successfully involved staff in school development matters and improved co-operation between all staff.
How well the governors fulfil their responsibilities	Governors are well informed about the work of the school and are expertly guided by a very knowledgeable chair of governors. The finance committee has a high level of expertise in financial matters, and this is of considerable benefit to the school.
The school's evaluation of its performance	Results from national tests and other assessments are analysed to improve the curriculum and planning, and set targets for improvement. However, there is no formal monitoring to identify strengths and weaknesses in teaching and learning, to remedy weaknesses in these and so raise standards further. There is only limited monitoring of standards through analysing pupils' work, other than in English and mathematics.
The strategic use of resources	The school's administrative staff efficiently manages the budget. Educational priorities are effectively supported through good financial planning. The governors monitor the use of specific grants carefully, to ensure that they are spent to good purpose.

The teaching staff is a mixture of experienced and younger teachers. Many have been more recently appointed to the school, and a third of the teachers have fewer than three years experience. There is a high level of suitably qualified classroom support staff, who are used effectively to support pupils' learning throughout the school. The school is not well resourced, and shows an amount of neglect and under-funding over a long time. Accommodation is spacious. The school is already beginning to compare its performance and costs with those of other schools, and care is taken to ensure best value when awarding contracts. Through reports from the headteacher and co-ordinators, the governors consider whether expenditure has provided value for money.

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; • The quality of teaching; • The way they feel confident to approach the school; • Their children work hard; 	<ul style="list-style-type: none"> • There were no issues brought to the attention of the inspection team, although a few parents would like to see a greater range of out-of-school

• The leadership of the school.

activities.

The findings of the inspection support the positive views of the parents, expressed through, informal meetings with parents, the questionnaire and the formal parents' meeting. The inspection also judged the provision for extra-curricular activities to be satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. For pupils at the end of Key Stage 1, (seven year olds) standards attained in reading, writing and mathematics in the most recent national tests are very low when compared with all schools. When compared with schools that have a similar intake of pupils, attainment remains very low in writing, and well below average in reading and mathematics. This is virtually unchanged over the last four years. However, the attainment of children starting the school in the nursery is very low in many of the key aspects of language and mathematics.
2. Results for 11 year olds from the most recent national tests show that standards are well below the national average for English, mathematics and science. Results have been consistently well below average for the last four years and shown only limited improvement since the time of the previous inspection, although they have improved in line with the national trend. However, when these results are compared with similar schools, a much more positive picture emerges. Here, attainment is in line with the average in English and science, and above average in mathematics. When comparing these results with those attained by these pupils at the end of Key Stage 1, this does show good improvement over time.
3. An analysis of these and other test results by the headteacher and deputy headteacher is beginning to provide the school with the information it needs to modify the curriculum and set appropriate targets for pupils. While these are generally appropriate, they do not, as yet, stretch the highest attaining pupils. Where pupils are placed in sets by prior attainment, for example, in English and mathematics, teachers' planning does not always take into account the wide range of attainment found even within these sets.
4. By the time they are seven, pupils' skills in speaking remain well below average, although with the good work and careful organisation found in the early years and Year 1 in particular, pupils are developing good listening skills. However, this is not always built on effectively, and in some classes teachers do not manage the lessons sufficiently well to continue this early progress. As pupils move through the school, they become more confident speakers, and while for most pupils at 11, speaking skills remain below average, pupils listen well and are given many opportunities to speak either to the whole class, when working in small groups, or to the whole school, for example, in assemblies. The best progress is seen where teachers phrase their questions carefully to make pupils think about their answers, and insist they respond in full sentences rather than short phrases or single words.
5. Reading standards are well below average by the time pupils are seven. There is a structured reading programme at Key Stage 1 and teachers built on vocabulary in a systematic way. Most are able to build some sounds into words, but they are often hesitant and read slowly. Standards for 11 year olds remain well below average, although they show some knowledge of different authors and styles of books. The guided reading sessions at Key Stage 2 are ineffective. While sound work is done when teachers are working with small groups, most of the other pupils do not have sufficient guidance, and lack the necessary skills to make these lessons productive.
6. All teachers encourage their classes to read, but pupils at Key Stage 2 (Year 3 to Year 6) are not often heard to read by an adult, and there is no systematic recording or monitoring of what they have read. As a result, many do not experience a sufficiently wide range of books, or gain a sense of their own progress by noting their achievements.
7. Writing standards are well below the national expectation for seven and 11 year-old pupils. The work of the younger pupils shows some structure, and the higher attaining pupils in particular, are

- able to put their ideas into sentences and use suitable vocabulary to make their work interesting for the reader. Many show knowledge of full stops and capital letters, but other than the highest attainers, few pupils use these consistently or are secure in their spelling of commonly used words.
8. By the time they are 11 writing remains a weakness. Only the higher attaining pupils in Year 6 are generally at the level expected for pupils of this age. While pupils' writing covers a suitable range of styles and genera, there are fewer examples of them producing longer pieces of sustained writing. Older pupils are able to communicate what they mean, and higher attaining pupils show good development of ideas in an organised way. For many, however, while they can put their ideas into an appropriate sequence, their vocabulary is limited and they are not all able to take account of the different audiences they are writing for. Word processing is not used regularly to help pupils extend their written work and to develop their skills in drafting and re-drafting.
 9. A weakness throughout the school is in the quality of presentation and handwriting. Too few pupils have a good, legible joined script or take sufficient pride in their presentation. This slows down their rate of working. Many pupils, including the oldest in school, still print, and heavy crossing out often spoils their work. Teachers themselves do not always provide a sufficiently good model for pupils, either when writing in pupils' books or on the board.
 10. Mathematics has made the most improvement of the core subjects. At least a half or slightly more of the present Year 2 pupils are likely to attain in line with the national average, and in Year 6, most will attain levels at least in line with and in some cases, above the national average. The current emphasis on mental and practical arithmetic at Key Stage 1 is having a positive impact in raising pupils' standards and on pupils' use of numbers in a variety of problem-solving ways.
 11. In the early part of Key Stage 2, standards are unsatisfactory. The highest attaining set of pupils are encouraged to explain their own method of working, but their skills of using addition accurately are only developing slowly. The commercial scheme used does not always appropriately match their oral mental work. Pupils pace of working is also quite slow and they cannot rapidly recall number bonds. The lowest attaining pupils in Years 3 and 4 work at a fairly slow pace in calculating additions and subtractions.
 12. The middle ability set of Years 5 and 6 pupils have only a limited appreciation of connections between fractions and their knowledge of tables is very insecure. In marked contrast, the top set in Year 5 and 6 calculate using multiples of three and four digit numbers with speed and accuracy. They are competent in manipulating numbers related to measures and volume. They enjoy responding accurately to multiplication and to problems using approximations and probability.
 13. In science, the steady progress being made is as a result of a clear long-term scheme of work, better subject knowledge and planning by teachers. While pupils are improving their knowledge, their investigative and experimental skills are weak. All teachers plan practical activities for pupils, but few of these are true investigations and there is a need to develop this aspect further to increase pupils' understanding. There are not enough opportunities for pupils to devise their own investigations, make their own hypotheses about what might happen, or develop a good understanding of the need for a fair test. The overuse of common worksheets, often the same for all pupils, limits the progress they can make, particularly the higher attainers.
 14. Standards in information and communication technology are below national expectations for seven year-olds, and well below for 11 year-olds. Until recently, there were insufficient resources in the school to enable teachers to provide worthwhile experiences for the pupils, and very little work in information and communications technology was undertaken. However, with the development of a new computer suite, pupils at Key Stage 1 are making rapid strides in developing their basic keyboard skills. They can open the program, use the mouse confidently, correct mistakes, save their work and close the program down. One or two need close support to achieve all of these things, but overall standards are satisfactory. At Key Stage 2, pupils who were interviewed

working at the computers showed clearly that they too are making rapid strides in catching up lost ground. They have a real interest in, and enthusiasm for computers and this is enabling them to catch up quickly.

15. In religious education, standards are in line with the expectations of the locally agreed syllabus and pupils have a satisfactory knowledge of Christianity and other major world faiths. Assemblies make an appropriate contribution to this understanding. In most other subjects, pupils attain standards in line with what is expected of pupils by seven and 11, and most pupils are able to swim at least the required 25 metres by the time they leave school. Standards in geography and history, however, are well below average. Pupils had limited knowledge, for example, of major events in history and younger pupils confused fact with fiction, for example, Samuel Pepys and fictional characters such as The Pied Piper. In geography, pupils show little understanding of physical geography, for example, the action of rivers, or of countries, or major town and cities. This is due mainly to the way these subjects are taught in blocks during designated weeks of the year. Pupils are not developing any clear understanding of these subjects, and only limited links are made with other subjects of the curriculum, for example, the English and mathematics, taught during the rest of the year.
16. For children starting school, early assessments and inspection evidence show that attainment is very low. Children enter the nursery with very under-developed skills in personal, social and emotional development, communication, language and literacy, and mathematical development. While they make good progress, by the end of the reception class, few will attain the early learning goals¹ for children of this age in communication, language and literacy, mathematics, knowledge and understanding of the world, and creative development.
17. In both the nursery and reception class, teachers provide a stimulating curriculum through which the children begin to develop skills in these important areas. Within a term of starting in the nursery, children are beginning to work in pairs, for example, on the computer, in small groups in the role-play area, and in larger groups when planning what they will do in sessions.
18. Communication, language and literacy are well promoted throughout the foundation stage. All the adults encourage children to listen and talk in all the areas of learning. They engage the children in meaningful conversation, which models good speech and increases their vocabulary. These skills are developed well in the reception class through an appropriate literacy hour, as well as informally. Effective questioning during The Big Book activity gives opportunities for children to explain their learning. They share books with each other and with adults telling a story from the pictures. They are beginning to acquire a small sight vocabulary and to associate sounds with the correct letter as a result of good teaching in guided reading sessions. Children are beginning to form letters correctly, but there is insufficient direct teaching of this skill. Although the children are given many opportunities to develop speaking and listening skills, few children reach the early learning goals by the end of the reception class, although they have made good progress as a result of consistently good teaching over two years.
19. In the nursery children are presented with many counting opportunities, and in the reception class the children have a daily mathematics lesson, which includes formal teaching, but also provides other opportunities for children to use their calculation skills during structured play activities. They are developing an appropriate vocabulary “bigger”, “smaller”, “longer”, “shorter” and compare two objects using the correct vocabulary. The computer is used well to consolidate learning, for example, matching the correct number to objects or shapes. Children are provided with a wide range of activities to develop their physical and creative skills, and have many opportunities to handle small apparatus such as pens and paintbrushes.

¹ These are the areas of learning that include personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development and physical development that are considered desirable for children to attain before they are five and begin compulsory education.

20. Pupils with special educational needs make sound progress through teachers' planning, and when they are withdrawn for direct teaching during literacy and mathematics lessons. Individual education plans are appropriate and match pupils' learning needs. However, those pupils who are on the register of special educational needs for behavioural reasons can prevent others making progress where they are not managed effectively. The few pupils who have English as an additional language require little additional support and progress at the same rate as the majority of the pupils.

Pupils' attitudes, values and personal development

21. The good attitudes and behaviour that prevailed at the time of the last inspection have been successfully maintained. Parents responding to the questionnaire agree their children enjoy coming to school and that they behave well. Discussions with pupils show they really enjoy coming to school and are enthusiastic about their learning.
22. Pupils in the Foundation Stage have very good attitudes to learning and are responsive to teachers. They settle quickly and listen well to each other and adults. Relationships are very good and they quickly become engaged in activities, co-operating and sharing resources fairly. Pupils' good response is directly linked to good consistent teaching and has a positive impact on their learning. They behave well.
23. Pupils' good attitudes to learning at Key Stages 1 and 2 are a feature in most lessons and contribute positively to the progress made. They listen well during introductions to lessons and are keen to contribute to discussions or offer their answers. For example, in a numeracy lesson for Years 5 and 6, pupils responded well to very good teaching. They eagerly participated in the mental maths activity, enjoying working out their calculations mentally. They concentrated well and sustained their enthusiasm throughout the lesson. They were keen to show on the board how they worked out their solutions at the end of the lesson. Pupils love listening to stories. Pupils were completely captivated by stories used in an assembly and religious education lessons.
24. Behaviour throughout the school is good. During lunchtimes and assemblies, behaviour is often very good. Exemplary behaviour during the achievement assembly illustrated pupils' appreciation of this special time and they applauded others' achievements with obvious pleasure. Lunchtimes are sociable and enjoyable occasions, and behaviour around the school and in the playground is good. Small playtime equipment, together with the large space, means a variety of activities can take place without any conflict. Behaviour in lessons is mostly good. On a few occasions pupils take too long to settle to individual work and make too much noise. No concerns were raised regarding bullying or oppressive behaviour and, although incidences of exclusions for last year were relatively high, this was accounted for by a one-off incident which involved a number of pupils.
25. Relationships across the school are good. Pupils work together amicably, in pairs and small groups. In an information and communication technology lesson pupils supported and tried to help one another. During discussions most pupils listen carefully and respect the views of others. However, sometimes pupils call out inappropriately or continue their own conversations when the teacher is talking, showing some lack of consideration. This inhibits their own learning as well as that of others. Pupils play particularly well together during the lunchtime break, sharing equipment and organising their own games sensibly. Pupils are polite and friendly towards visitors and engage in conversation readily. Pupils treat equipment, resources and books with care.
26. Pupils are quite happy to undertake responsibility around the school. Pupils in Year 2 proudly wear 'helper' tabards and carry out duties sensibly, such as organising lunch boxes. Pupils in Year 6 take on a wider range of responsibilities including looking after younger children in the

playground. Pupils are not so good at showing initiative or responsibility for their own work. When homework is set not all pupils complete it and return it to school.

27. Attendance levels are unsatisfactory, being well below the national average. Although a quarter of pupils have recently been rewarded for their good attendance in the autumn term, too many pupils attend irregularly, or arrive late, and this disrupts their learning. Unauthorised absence is also high.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

28. At the time of the previous inspection, teaching in the nursery was consistently satisfactory or better, while at Key Stages 1 and 2, teaching was unsatisfactory in around four out of ten lessons. Since then there have been improvements to the quality of teaching throughout the school, with now more than nine out of ten lessons being satisfactory or better, and more than one lesson in three being of a good quality. Two lessons were judged to be very good. Weaknesses previously identified in Year 6 and in the reception class have been addressed. Teaching in the Foundation Stage, nursery and reception, is consistently good and accounts for well over half the good teaching observed. This good quality teaching is leading to improved progress and attainment for the youngest children in school.
29. Good teaching is found mainly in the core subjects of English and mathematics in literacy and numeracy lessons. However, good teaching is also seen in religious education and personal, social and health education lessons, and is an important factor in developing the good attitudes and behaviour seen throughout the school. While the two very good lessons observed were in Year 6, there were fewer examples of good teaching at Key Stage 2 than in the rest of the school, and all of the unsatisfactory or poor teaching observed was in this key stage.
30. Teachers and nursery nurses in the nursery and reception classes understand the needs of the youngest children well. Most of these children come into school with very low levels of knowledge and understanding and often poor social skills. While their attainment in communication, literacy and language is still below average by the time they are five, the well-planned activities provided in both the nursery and reception classes lead these children on the steps towards the early learning goals in other areas of learning expected of children by the end of the reception class. The good progress they make is due to the careful use of language by both teachers and support staff during all activities, and the calm, purposeful atmosphere found in both classrooms. Relationships are very good and the children are encouraged to become independent. This can be seen in the way they move sensibly between activities, co-operate with others and show good levels of concentration, persevering at their tasks even when they are difficult.
31. The unsatisfactory teaching is mainly due to the teachers' failure to manage pupils effectively, for example, during class discussions, and low level disruption that prevents many pupils from completing their work. A further weakness that is also found to a lesser extent, even in otherwise satisfactory lessons, is where teachers fail to provide work suitably matched to the range of ability found within the class or group. Here, they rely on the setting of pupils by prior attainment, for example, in English and mathematics, to provide the necessary differentiation. However, even within these sets there is a broad range of attainment and this is not always effectively catered for. For example, one particular pupil in a mathematics lesson completed the task set before most of the other pupils had completed the second calculation and there was little for him to go on to that would have extended his learning.
32. The best quality teaching comes from a combination of factors. Teachers have a good knowledge and understanding of the subject they are teaching; lessons have a brisk pace, and pupils are well motivated. A religious education lesson on the qualities of leadership was linked effectively to pupils' perceptions and knowledge of human values. The teacher, through thoughtful questioning

that encouraged pupils to think for themselves, carefully drew out these ideas. As well as being an effective lesson on social skills, this also developed pupils' language through speaking and listening. Good questioning, which encourages pupils to answer thoughtfully, and in sentences rather than single words, is a feature of most of the better quality teaching.

33. Teachers have a secure understanding of the national strategies for literacy and numeracy, and all teachers have a sound knowledge of these. Their planning follows the national guidelines and shows the learning objective for the lesson, which teachers helpfully share with the pupils. However, in subjects other than English and mathematics, some of these are too broad, and are often more descriptive of the activity pupils are to do than what teachers want them to learn by the end of the lesson. There are not enough examples of teachers returning to these at the end of the lesson the check on the gains pupils have made and see how effective their teaching has been.
34. Not all of the work seen, either in lessons or in pupils' books, shows consistent development of skills and understanding. Teaching in subjects such as geography and history during 'enrichment weeks' each year, where the subjects are taught for the whole of a week fails to give pupils the knowledge or skills they need, or to build on these steadily over time. This also limits what teachers can do to develop language and mathematical skills through linking them with other subjects of the curriculum. Insufficient attention is paid to pupils' presentation across all subjects and, where handwriting is practised, pupils often work unsupervised, which for the majority merely reinforces their errors.
35. Teachers generally use a suitable range of methods to interest pupils and get the necessary knowledge across, but are less effective when it comes to using, for example, investigative and experimental approaches to subjects such as science. As a result, pupils have a generally appropriate knowledge of facts, but lack an understanding of how and why things happen. Weaknesses are also found where all pupils complete the same work, regardless of their ability. This is frequently seen in science where all pupils complete the same, often low-level worksheets, or copy out the same text. This does not provide for those pupils who have specific learning needs, neither does it stretch the higher attainers, and it does not give teachers a clear picture of individual pupil's knowledge or understanding.
36. Relationships between teachers and pupils are good. In most classes pupils are keen to work and please their teacher. Most lessons have appropriate pace and some teachers give pupils clear time scales in which to complete their task. Where these are used, lessons have a brisk pace. Pupils' work is regularly marked and is generally supportive of their efforts. However, it often over-praises work that shows little improvement over time, and rarely identifies what pupils need to do to improve their work. This is particularly difficult to do where all pupils in a class complete the same worksheet and the only differences come through the quality of presentation rather than their own intellectual efforts. Homework is not set consistently and there are too few examples of worthwhile tasks for pupils to complete at home as a way of reinforcing and extending their learning.
37. Pupils with special educational needs are identified well, and appropriate individual education plans focus on the major areas of weakness, often literacy skills. The provision for special educational needs pupils, through specialist teaching during literacy and numeracy lessons where pupils are placed in sets based on prior attainment, is helping to target these pupils and most make satisfactory progress. Good use is made of classroom support assistants at other times to contribute to their learning.

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

38. The school provides a curriculum that is broad and relevant and fully meets statutory requirements, covering all the National Curriculum subjects, including religious education in accordance with the Avon Agreed Syllabus guidelines. The provision for personal, social and health education is good and includes appropriate sex and drugs education.
39. The previous inspection report judged that the schemes of work were adequate, however, they needed to be drawn together in a framework that would secure a more coherent school curriculum and a more progressive development of pupils' skills.
40. In its response to the last report, and to its own and to national priorities, the school has drawn up a curriculum statement that has been approved by the governing body. A greater proportion of each day is allocated to English and to mathematics. However, as a consequence, the time spent on science, and other National Curriculum subjects is reduced. Timetabling arrangements, for delivering a balanced programme of work, using the two separate buildings, places further constraints on time. The total amount of teaching time in Key Stage 1 is satisfactory, but at Key Stage 2 is less than the minimum recommended.
41. The school is not, as yet, implementing ways in which the literacy and numeracy programmes can continue to be supported, while providing a better balance for science and the foundation subjects. Furthermore, the potential for developing pupils' writing skills in science and the foundation subjects is not fully exploited.
42. Teachers have worked hard to produce short, medium and long-term plans that are gradually being established in English and mathematics, and in the case of the latter, link these to the whole-school policy on teaching and learning. In mathematics, account is being taken of the different ability groups, with pupils with special educational needs especially making satisfactory progress. In all subjects, however, there is significant inconsistency in the way learning objectives are identified to ensure that pupils with different levels of attainment learn appropriately and are sufficiently challenged.
43. National Curriculum subject policies are of recent origin and are generally of good quality. Other policies for personal, social and health education, sex and relationships, drugs education and collective worship, are fully in place and are also of good quality, with clearly identified mission statements that set them in the local context. Subject schemes of work are variable in quality and many fail to indicate clearly how to secure coherent and progressive learning experiences for the pupils.
44. Monitoring of the curriculum by subject co-ordinators is irregular in the core subjects, and has yet to begin in the foundation subject areas. Current staff job descriptions do not contain reference to monitoring, and few if any of the subject co-ordinators have been trained for this: their role is under-developed. There are no subject co-ordinators appointed for design and technology, art and music. The school has appropriately identified these shortcomings in its three year development plan and is currently undertaking a review of schemes of work, and plans to release co-ordinators to monitor the work in their subject, by using effective and newly devised guidelines for class observations and evaluations.
45. Pupils with special educational needs and English as an additional language have equal access to all aspects of the National Curriculum and no pupil is disapplied from the National Curriculum. Individual education plans appropriately identify special needs and are regularly reviewed with parents kept fully informed. Pupils receive effective and regular support in small groups that are "set" at Key Stage 2 for daily literacy and numeracy lessons. The in-class support offered to pupils with special educational needs and to pupils with English as an additional language is also effective, and all pupils are encouraged to participate in extra-curricular activities. The school's equal opportunities policy recognises the need to provide access to the full range of activities on

offer to all its pupils. The school offers a range of extra-curricular activities that enhance pupils' learning experiences and most of these activities are well attended by the pupils.

46. Pupils' moral and social development is well catered for and is a feature in the school's day-to-day provision. The school has its own code of conduct that helps to regulate personal and social behaviour. In personal, social and health education, including drugs education, relevant topics within a well-designed personal, social and health education programme, in science, design and technology and circle time, provide pupils with a deeper understanding of personal welfare. The head and staff, including support teachers and supervisors, provide good examples of behaviour, with appropriately high expectations. There is a strong emphasis on extra-curricular provision, and the residential visits for pupils in Years 5 and 6 does a great deal to promote personal growth.
47. Pupils have a good understanding of right and wrong, and of the importance of rules to maintain discipline. Pupils are actively encouraged to care for one another, with older pupils looking after their younger peers. They are taught how to respect each other and how to work and play together. Opportunities for pupils to take responsibility and to display initiative and independence in their learning are more limited. At the present time, individual targets for improving the pupils' learning and to raise their levels of attainment in subject areas are at an early stage of development.
48. The pupils spiritual and cultural development is satisfactory and promoted through work in English and religious education, when they hear about myths and legends and study Christian and some non-Christian religious customs and traditions. In school assemblies, pupils are encouraged to participate and topics are prepared well beforehand to allow staff and pupils to plan accordingly.
49. Daily acts of collective worship are an important aspect of the school's life and work, and helps to develop the pupils' self esteem. Too little time is given for pupils to develop a sense of awe and wonder, or to reflect on human endeavours and achievements. Opportunities are often missed in many subjects to deepen the pupils' understanding of the spiritual and the cultural.
50. The school makes good use of its links with external agencies, such as the local police, nurses, education welfare officers, social services, the local churches and other commercial agencies to enhance the curriculum for pupils. Other expertise is provided in links with basketball, rugby and tennis coaching, and more recently in the link with a gymnastics club. The school misses opportunities, however, to take pupils on school visits to experience the varied cultural and religious communities in Bristol thereby extending pupils' understanding of the spiritual and cultural dimension in contemporary life.
51. Good links with the community enrich pupils' learning experiences and help them to appreciate they are part of a wider community. The local church is used for school services; parents and others are invited to these occasions. Members of the local community visit the school. A curate, police officers and the school nurse are regular visitors, and contribute to pupils' understanding of those who work in the community. Local shops are visited as part of pupils' studies and these businesses also support fund-raising events. Pupils join with the community and take part in the annual carnival. Many appreciative letters were received from members of the immediate community following the pupils' collection and distribution of gifts at harvest time to senior citizens.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. Pupils receive very good support and guidance from teachers and other adults in the school. Supportive relationships, alongside the good personal, social and health education programme, ensure good progress in pupils' personal development, and help raise self-esteem and confidence.

The level of care pupils receive during the lunchtime break is of a high standard. Lunchtime supervisors are diligent in their duties and know the pupils well.

53. Attention to matters of health and safety are satisfactory. The premises are checked regularly for potential hazards and appropriate safety checks are made of electrical, physical education and fire fighting equipment. Formal risk assessments for specific activities have yet to be carried out, and the necessary fire exit signing is absent. First aid procedures are carried out carefully, with appropriate records of treatment maintained. There is a qualified first aider on the staff and training is being organised for the whole staff in the near future. Child protection procedures are good and a suitable policy is in place and implemented. The designated teacher is well qualified to carry out his role effectively and all staff have received training recently.
54. Since September 2000 much attention has been given to monitoring and improving levels of attendance. An action plan has been drawn up in liaison with the education welfare officer and a reward system established which encourages regular attendance and good punctuality. Effective use is made of the computer recording system to analyse patterns of absence, and staff are monitoring individual attendance more closely. Pupils at risk of missing too much school without good reason are now identified quickly. Parents are frequently reminded of the importance of regular attendance. Procedures to monitor and promote good attendance are now very good, but because procedures are relatively new, improvements in attendance levels are yet to be seen.
55. Procedures to monitor and promote good behaviour are satisfactory. Aggressive or oppressive behaviour is not tolerated and is dealt with promptly if it does occur. Pupils who have difficulty in maintaining good behaviour are supported well and individual strategies are used to encourage them towards acceptable behaviour. The "Headteacher's Award" system is valued by pupils and is very successful in encouraging the vast majority of pupils to work hard and behaviour well. There are, however, inconsistencies in the way individual teachers manage behaviour within classes. In some classes, teachers do not always insist that pupils put their hands up and expect answers from those who just call out, too much noise is tolerated as pupils move to individual work, and time is wasted.
56. Teachers know pupils well and try to meet their individual needs. Caring relationships assure pupils that they can seek help and guidance from their teachers and other staff. Appropriate time is devoted to teaching a well structured personal, social and health education programme, which promotes healthy and safe living. During the week of the inspection, full advantage was taken of a visit by a mounted police officer. The issue of trust between horse and rider was raised and this theme was taken up and discussed in class. Pupils' understanding of 'trust' was developed extremely well.
57. In the previous report, assessment, testing and recording pupils attainment and progress over time were sound, but were not used to set curricular targets so that teachers could plan to accelerate pupils' learning in specific areas, or remedy identified weaknesses in their knowledge, understanding and skills. Assessment was therefore a key issue in the previous report and was judged to be inconsistent in its application for assessing pupil progress in lessons to ensure that work matched previous learning. There has been some improvement in the way teachers identify clear learning objectives in their planning and evaluate how well pupils are progressing, but inconsistencies still remain and the progress made in improving this provision is only satisfactory.
58. The school has recently put in place its whole-school policy on assessment, though it has yet to be fully implemented. The action plan in the school development plan identifies this as an area for further development. This policy is of good quality and has clear guidance on short, medium and long-term procedures. In the early years, the baseline assessments given when the under-fives begin their schooling effectively identify the needs of the individual children.

59. Recently the school has also made some progress in using the assessment of pupils' attainment in both key stages to evaluate and improve the education provided. Current practices in assessment are inconsistently applied in English; in mathematics and science, procedures for assessment are satisfactory. The data collected is being used to look more carefully at the progress of different classes and of different pupils, such as boys and girls. In the foundation subjects there are no formal procedures for assessing pupils' attainment.
60. Subject schemes of work, in science and the foundation subjects, lack specific references to coherent assessment procedures. Consequently, subject co-ordinators do not have a consistent means of measuring pupils' attainment, and as a result, the annual report to parents on pupils' attainment in the foundation subjects is of poor quality.
61. Records of achievement folders for individual pupils are in place and formal evaluation procedures of levels of achievement reached by pupils have been devised, but not yet implemented. Progress books to establish pupils' levels of attainment at both key stages in the core subjects are at varying stages of implementation.
62. The school has, however, made progress by beginning to use the National Curriculum test results of the last few years to analyse pupils' strengths and weaknesses in the core subjects. In mathematics, in particular, the use of standardised tests, optional tests produced by Qualifications and Curriculum Authority, and the close monitoring of each year group of pupils by the deputy head, has clearly identified specific areas of mathematics in need of further development and improvement. In Year 3, for instance, pupils' strength lies in their ability to measure quantities and their main weakness remains in problem solving. Similarly in Year 6, pupils can identify place value and can use fractions, decimals and minus numbers, but are weaker in their mathematical application.
63. The identification of pupils with special educational needs, including English as an additional language, is satisfactory. Teachers record carefully the results of standardised and optional tests, and individual education plans identify targets for improvement. The records of pupils' achievement in reading, mathematics and spelling provide a satisfactory overview of their general progress and levels of attainment.
64. In order to help identify shortcomings in pupil's attainment, in levels of underachievement and to inform future planning, the school is beginning to track cohorts of pupils as well as individuals, but this is at an early stage and outcomes are only just beginning to be identified. The headteacher is determined to implement more thorough assessment procedures.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

65. Parents' views about the school are very positive. They are pleased with the education the school provides. All responding to the questionnaire felt the school is well led and managed, that their children are expected to work hard and achieve their best and that teaching is good. Parents' confidence in the school is justified as it continues to seek improvements in many areas of its work.
66. A great deal of communication with parents takes place informally. The open-door policy encourages parents to come into school to speak with any member of staff, and many were seen to do so during the week of the inspection. Parents' responses to the questionnaire confirm that they are quite happy to approach the school with any concerns or problems. Parents receive good information about day-to-day events and activities through the regular newsletter. The well-presented introduction to the nursery booklet provides good information in a friendly and informative manner for new parents. However, other written information is unsatisfactory. The prospectus needs updating to meet requirements and no governors' report was published last year.

Although parents are happy with their children's end-of-year reports, they do not contain enough information about actual levels of attainment or targets for improvement.

67. Too few parents involve themselves in their children's learning. Reading books are taken home to share with parents in the foundation stage, but this is not maintained as pupils get older. Some homework is set but this is inconsistent across the school and means that some opportunities are missed for parents to be involved. At present, there is no parents' association. However, social and fund-raising events are organised by staff and are supported well by parents and the wider community. Monies raised at the Christmas Fayre will be used to refurbish the library. Parental involvement in the life of the school is constantly being encouraged and some parents attend achievement assemblies and workshops for information technology. As a result of a recent coffee morning a good number have volunteered to become involved in various activities. A small number of parents do already help in classes, and teachers appreciate their help.

HOW WELL IS THE SCHOOL LED AND MANAGED?

68. The headteacher has only been in post for just over a term, but in this short time has gained the confidence of the staff, governors, pupils and parents, and established a clear vision and direction for the school. His good leadership, and the measured way in which he has introduced changes, have been successful in taking the staff along with him, and giving them greater involvement in whole-school development. The deputy headteacher works well with the headteacher and provides valuable assistance to this process.
69. Development planning involves all staff and, where in the past co-ordinators worked mainly in isolation, there is now greater consultation and co-operation. This has had the effect of improving team spirit and encouraging a greater sense of involvement and ownership of the final plan. Results from national tests and other assessments are analysed to provide information to improve the curriculum and planning, and set targets for improvement. However, there is no formal monitoring to identify strengths and weaknesses in teaching and learning, and so remedy weaknesses in these and raise standards further. There is only limited monitoring of standards through analysing pupils' work, other than in English and mathematics. This needs to become more regular and rigorous, and the results of this monitoring acted upon by the senior management team and co-ordinators.
70. Governors are well informed about the work of the school and are expertly guided by a very knowledgeable chair of governors. They receive regular, detailed reports and, through their 'governor of the month' initiative, have a good understanding of what goes on in the school. Although many are relatively new to this role, they are all committed to continued improvement. The recently revised school development plan clearly links governance, management and finance.
71. The finance committee has a high level of expertise in financial matters, and this is of considerable benefit to the school. Financial management is sound overall, although high staff costs means that there is sometimes insufficient money to spend on resources in some subjects, for example, religious education and design and technology. This does adversely affect the standards achieved.
72. The school's educational priorities are effectively supported through good financial planning. The governors monitor the use of specific grants carefully, to ensure that they are spent to good purpose. The school is already beginning to compare its performance and costs with those of other schools, and care is taken to ensure best value when awarding contracts, for example, recent building work and the establishment of the computer suite. Through reports from the headteacher and co-ordinators, the governors do consider whether such expenditure has provided value for money. New technology is used effectively to support the management of the school. Very good use is made of computers in the school's offices, and most teachers now use computers to prepare their planning, but there is still much ground to catch up in classrooms, where the curriculum for information and communications technology has been neglected for too

long. The computer suite is used effectively for teaching, but the lack of computers in classrooms reduces the impact of information and communication technology across other subjects.

73. Teaching staff is a mixture of experienced and younger teachers. Many have been more recently appointed to the school, and a third of the teachers have fewer than three years experience. This makes it all the more important to monitor the quality of teaching and offer support and advice where necessary. Teachers are generally well deployed, but with the exception of English, no teachers have initial qualifications in any other of the core subjects. Currently, no one has responsibility for co-ordinating the subjects of art and design, design and technology and music. This restricts the possibilities for improvements in these subjects. There is a high level of suitably qualified classroom support staff, who work well with the teachers and are used effectively to support pupils' learning throughout the school.
74. The administration of special needs is satisfactory. Pupils' needs are identified clearly, and these are met through individual action plans and statements of special educational need. However, the co-ordinators, although well motivated, are relatively inexperienced for a school where nearly half of the pupils have some special educational need, and have little opportunity to monitor the work of these pupils in lessons other than their own teaching groups.
75. The school is not well resourced, and shows an amount of neglect and under-funding over a long time. Resources are unsatisfactory in English, religious education, history, geography and design and technology. They are generally satisfactory for other subjects, although the lack of consumables in science make investigative work more difficult. Accommodation, however, is spacious. The two buildings provide two halls, a library, a computer suite, two rooms for use by special educational needs teachers, and plenty of space for small group work. Much of the school has been refurbished and many areas have been recently decorated. Overall, it is a pleasant place in which to work. The contract cleaning staff work hard to keep it clean. The classrooms provide some good displays of pupils' work, the best of which are enhanced by clear labels, good written vocabulary and explanatory statements. The good facilities for children under five, particularly outdoors, provide suitable opportunities for active play and exploration. The outside areas for the rest of the school provide good facilities for sport and games, and there is an attractive quiet area for those pupils who do not want to join in with playtime games.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. In order to improve the school further, and raise standards to a higher level, governing body, headteacher and staff should:
1. Improve standards of attainment, particularly in English, including handwriting and presentation, science, and information and communication technology by: #
 - (a) Providing more effectively for pupils of different abilities;
 - (b) Improve the quality and range of investigative and experimental work in science;
 - (c) Make better use of information and communication technology across the curriculum.
(paragraphs 1, 2, 5, 6, 7, 9, 13, 14, 90 - 93, 113 - 116, 139, 143)
 2. Improve pupils' knowledge and understanding in geography and history by: #
 - (a) Reviewing the current arrangements for teaching these subjects and acting on the information gained
(paragraphs 15, 131 - 136, 138)
 3. Improve the monitoring role of senior staff and co-ordinators by: #
 - (a) Regular formal monitoring of standards and the quality of teaching;
 - (b) Involving subject co-ordinators in monitoring the standards in their subjects more effectively.
(paragraphs 44, 68, 69)
 4. Clarify the roles and responsibilities of all staff, but in particular, senior staff; #
(paragraphs 69, 73)
 5. Review the length of the teaching day at Key Stage 2;
(paragraph 40)
 6. Improve pupils' attendance.#
(paragraphs 27, 54)

These issues have already been identified by the school and are included in their development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	4	33	56	5	2	

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y1 – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	25	223
Number of full-time pupils known to be eligible for free school meals	0	130

FTE means full-time equivalent.

Special educational needs	Nursery	Y 1 – Y 6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	7	112

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.2

Unauthorised absence

	%
School data	2.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	23	8	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	15
	Girls	6	6	8
	Total	14	14	23
Percentage of pupils at NC level 2 or above	School	45 (61)	45 (42)	74 (71)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	12
	Girls	7	7	6
	Total	17	20	18
Percentage of pupils at NC level 2 or above	School	55 (58)	65 (68)	58 (71)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	20	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	10	13	15
	Total	19	23	26
Percentage of pupils at NC level 4 or above	School	56 (55)	68 (45)	76 (68)
	National	75 (70)	88 (86)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	12	12	10
	Total	21	21	19
Percentage of pupils	School	62 (36)	62 (18)	56 (14)

at NC level 4 or above	National	70 (68)	72 (69)	80 (75)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	
Black – other	
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	190
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.5
Number of pupils per qualified teacher	22
Average class size	24.8

Education support staff: YN – Y6

Total number of education support staff	8
Total aggregate hours worked per week	210

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	2
Total aggregate hours worked per week	30

Financial information

Financial year	1999/2000
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	£
Total income	544299
Total expenditure	532923
Expenditure per pupil	2149
Balance brought forward from previous year	-1860
Balance carried forward to next year	9516

Number of pupils per FTE adult	8.3
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	258
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	2		
My child is making good progress in school.	57	37	2		4
Behaviour in the school is good.	45	45	6		4
My child gets the right amount of work to do at home.	40	50	6	2	2
The teaching is good.	69	31			
I am kept well informed about how my child is getting on.	48	44	8		
I would feel comfortable about approaching the school with questions or a problem.	70	28			2
The school expects my child to work hard and achieve his or her best.	76	24			
The school works closely with parents.	51	37	8		4
The school is well led and managed.	62	38			
The school is helping my child become mature and responsible.	54	40	4		2
The school provides an interesting range of activities outside lessons.	63	24	6	2	4

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

77. Children's attainment on entry is well below that expected nationally. Inspection confirms that children enter the nursery with very under-developed skills in personal, social and emotional development, communication language and literacy and mathematical development. Children's needs are clearly identified. A stimulating curriculum is provided through which the children begin to develop skills in these important areas. Within a term children are beginning to work in pairs, for example, on the computer, in small groups in the role-play area and in a larger groups when planning what they will do in sessions.
78. Children enter the nursery the term after their third birthday. There is a good induction programme, including several visits for children and parents, which builds confidence and enables children to settle well. There is very good co-operation between the nursery and the reception class so that the children receive a good early year's curriculum in the Foundation Stage. There is a further induction programme when children transfer to the reception class, to share the school's expectations. The great strength of the Foundation Stage is the consistency in:
- i. philosophy;
 - ii. planning and assessment;
 - iii. expectations;
 - iv. management of children by the whole team.
79. Teaching is consistently good throughout the Foundation Stage. Both of the teachers, and the nursery nurses, are very skilled at continually promoting the children's personal, social and emotional development and their speaking and listening skills through all the areas of learning. The quality of adult interaction with the children is very good, whether it is in a formal setting or in developing role-play. All staff treat the children in the same way so that children feel safe and secure, and this provides a very good learning environment. The staff have a high level of expertise in teaching young children, imparting information and then giving the children opportunities and time to investigate and experiment. This results in well-motivated learners, who stay on task, and show interest and enthusiasm.
80. By the time the children enter Year 1, many of them have not achieved the early learning goals in communication, language and literacy, but are working well towards them. In other areas of learning, with the exception of personal, social and emotional development, and physical development, children are still below the expected standard. The children, however, make good progress in the Foundation Stage.
81. The Foundation Stage has maintained the standards seen at the last inspection. With the introduction of the early learning goals, the curriculum, assessment and recording are more cohesive.

Personal, social and emotional development

82. Personal, social and emotional development is given a very high priority and it is well promoted, enabling most children to achieve the early learning goals by the end of the foundation stage. Most children have established good relationships with their teacher and other adults who work alongside them. The children have frequent opportunities to share and co-operate in all areas of

learning. They are encouraged to be independent, for example, dressing up in the role-play areas, choosing which activities they want to do, selecting their own materials. Adults are skilful in dealing with inappropriate behaviour, for example, when a child constantly interrupts in a loud voice during the planning session. The children are provided with interesting activities, for example, making cheese straws to share with the rest of the class, and they respond by behaving well and concentrating on the task.

83. The quality of teaching for personal, social and emotional development is very good. Teachers have high expectations of the children's behaviour and provide very good role models by treating all the children and the other adults with courtesy and respect. The start of the day registration times are used effectively in both classes to enhance children's personal, social and emotional development, and children are encouraged to talk about specific topics, even though their language skills are poor. Routines are well established and the children's well-managed behaviour enables them to learn and make good progress.

Communication, language and literacy

84. Communication, language and literacy are well promoted throughout the foundation stage. All the adults encourage children to listen and talk in all the areas of learning. They engage the children in meaningful conversation, which models good speech and increases their vocabulary. Children are provided with stimulating exciting experiences, for example, they filled various containers with water and put them in the freezer. They were absolutely fascinated to see that the water in the rubber glove had turned into an ice hand. Such activities provide good opportunities to extend pupils' vocabulary and model speaking in sentences.
85. Communication, language and literacy are developed well in the reception class through an appropriate literacy hour as well as informally. Their literacy hour includes a good variety of activities, for example, role-play, reading games, listening to taped stories, working on the computer and sharing books. Effective questioning during The Big Book activity gives opportunities for children to explain their learning. They share books with each other and with adults, telling a story from the pictures. They are beginning to acquire a small sight vocabulary and to associate sounds with the correct letter as a result of good teaching in guided reading sessions. The teacher models reading well and children mirror this when reading together, for example, 'I'll huff and I'll puff'. Children are beginning to form letters correctly, but there is insufficient direct teaching of this skill. Although the children are given many opportunities to develop speaking and listening skills, few children reach the early learning goals by the time they leave the foundation stage, although they have made good progress as a result of consistently good teaching over two years.

Mathematical development

86. Children in the nursery are presented with many counting opportunities, for example, spots on the dice during planning time, counting the number of children present, taking care to touch each child, singing and acting number rhymes. In the reception class the children have a daily mathematics lesson, which includes formal teaching, but also provides varied structured play opportunities for children to use their calculation skills. Most children can count to 10, understand the concept of more/less and enjoy working with numbers. They are developing an appropriate vocabulary, such as "bigger", "smaller", "longer" and "shorter", and compare two objects using the correct vocabulary. They recognise and describe the most common shapes, of square, triangle, and circle. The computer is used well to consolidate learning, for example matching the correct number to objects or shapes. The good teaching, the variety of activities provided, and the good relationships between adults and children, allows good learning to take place, although the children do not reach the early learning goals by the end of the foundation stage.

Knowledge and understanding of the world

87. Snack time is used to promote knowledge and understanding of the world as well as personal, social and emotional development. Each session the children have a drink of milk and fruit. The adults engage the children in conversations about the fruit, for example, what it looks like, what it feels like, where it comes from, and how it reaches us. During the water topic the children walk round the school and identify where water can be found – kitchen, activity room, toilets, staff-room – followed by a discussion of the uses of water at home and at school. Children in the reception class regularly use magnifiers to look at creatures and plants during the outside play time. They know that their pets need food, water and shelter and need to be taken to the vet if they become ill. The children celebrate Chinese New Year by making dragon masks, cooking and eating Chinese food and dancing. Adults use suitable activities to develop an appropriate range of skills, and teaching is good overall. This enables children to make good progress in their learning, although they do not reach the early learning goals by the start of Year 1.

Physical development

88. Children in the foundation stage have frequent opportunities to use the safe outdoor play area where they can run, jump and climb, as well as play on the wheeled toys. Children show that they are able to control these toys, and share appropriately. They are beginning to learn to throw and catch, but these skills are at a low level. The inadequate speaking and listening skills of a significant proportion of children is evident in these sessions, for example, 'Him did this'. In the classroom the children have daily opportunities to develop their manipulative skills when playing with large bricks, various construction sets, puzzles, drawing, cutting and sticking. Children enjoy playing outside, even when the weather is cold, and adults ensure they are dressed appropriately. Due to good teaching, children make good progress in their physical development. Planning and assessment are good and co-operate with one another. They should reach the expected standard by the time they leave the foundation stage.

Creative development

89. Children are provided with a variety of opportunities to enable them to make good progress in their creative development. They mix powder paint to make green, blue and purple. The paint pictures of themselves, use playdoh, and make collage pictures using a wide variety of materials. Through all these activities the high level of interaction between adults and children extends the children's learning. Children enjoy the role-play activities, hairdressers and the vets, and learn the skills of negotiating and co-operation. They have regular opportunities to sing, use percussion instruments and listen to music. As a result of these well-planned opportunities, and the children's ability to concentrate and stay on task, they make good progress and should achieve close to the early learning goals by the end of the foundation stage.

ENGLISH

90. In the previous report, pupils' attainment in English was judged to be below average. Evidence from this inspection indicates that pupils' attainment in reading, listening and speaking and writing remain below average. In these respects standards have barely improved since the last inspection, but overall progress has been better in science and mathematics. The main reasons for the slow pace of improvement are linked to weaknesses in the organisation and monitoring of important areas such as writing and reading development. There is also limited parental involvement in practising reading skills at home.
91. Many pupils have unsatisfactory listening skills, mainly as a result of the large number of pupils who have special educational needs. Many of these have difficulty in maintaining concentration and listening both to teachers' explanations, and to other pupils' contributions. However, in Year

1 in particular, pupils are developing good listening skills. This is not always built on effectively, and in some classes teachers do not manage the lessons sufficiently well to continue this early good progress. Standards in speaking are below average because pupils have both restricted vocabulary and lack of confidence. The best progress is seen where teachers phrase their questions carefully to make pupils think about their answers, and insist they respond in full sentences rather than short phrases or single words. Examples were seen of successful efforts by staff to encourage skills in assemblies and personal, social and health education lessons. For example, pupils listened attentively to the story of the leprechaun and the miser, and older pupils spoke well about their artwork. Currently, however, the school makes insufficient use of role-play and drama to sharpen speaking and listening skills in other subjects.

92. Standards in reading are unsatisfactory, although there are some able readers in all year groups. Many younger pupils have only a limited range of strategies to help their reading: their use of phonics is restricted, and their sight vocabulary is undeveloped. The teaching of reading is organised satisfactorily at Key Stage 1, with books banded according to the Reading Recovery Scheme, and teachers emphasising key words. By the age of 11, standards in reading, whilst better than those in writing, remain below average. Pupils in Years 5 and 6 enjoy their study of fiction and non-fiction texts, and all teachers encourage their classes to read. The major weaknesses, however, are linked to the inconsistent development of higher order skills, mainly related to the methods currently in use. For example, pupils are often not heard to read by an adult, and there is no systematic recording of what they have read. As a result, many neither experience a range of different types of books, nor gain a sense of their own progress by noting achievements. The library has been up-dated, but there is no organised borrowing system. It is not open at lunch times, and there is no policy to encourage the less enthusiastic borrowers, often boys, to read.
93. By the ages of seven and 11, the quality of writing is unsatisfactory. Children enter Key Stage 1 with below average skills. Their vocabulary is limited and their knowledge of sentence structure is weak. Most teachers usually pay appropriate attention in their lessons to spelling and punctuation, as when a Year 1 class wrote using full stops. However, these skills are not developed systematically across the school, for example, by the use of spelling logs. By the age of 11 many are unable to write fluently and coherently, with accurate spelling and punctuation. Currently, the school follows a commercial scheme but the range of written work within it is limited. Examples were seen of older writers illustrating their ideas well, as in the composition about 'The Wallet', but this is not common. Word processing is not used regularly to help pupils extend their written work, or to develop skills in drafting and re-drafting. Pupils' presentation and handwriting are poor and letters are often formed incorrectly. There is no consistency of style across the school and few pupils use an effective joined script. This slows down the rate at which they work, particularly that of the oldest pupils in the school. Additionally, not all teachers provide an appropriate model for pupils when they write on the board and in pupils' books.
94. The quality of teaching and learning is satisfactory. Over three-quarters of lessons observed were satisfactory and, of the remainder, two lessons were good and two were unsatisfactory. In the better lessons, teachers were confident with their language knowledge and used the material imaginatively, ensuring that interest, and often, excitement in the learning was sustained, as when younger children learnt about the 'Three Little Pigs'. A key feature of some, but not all, lessons was extension and challenge. Suitable opportunities were taken to introduce new or related words and ideas, and to encourage pupils to think. Effective links were made between pupils' reading and writing. For example, in a Year 5 lesson on 'How the Night Came to the Amazon', pupils were able to understand how different cultures express the creation myth by re-wording it for a local audience. In contrast, pupils in another class did not make the same progress because such links were not developed and class management was unsatisfactory. Weaker aspects of some lessons were because of limited approaches, and a failure to link the activities firmly to the aim of the lesson. In a lesson intended to strengthen speaking and listening skills, for example, too much time was spent on preparing for, and recording, a dialogue at the expense of practice of all pupils.

95. Satisfactory use is being made both of the extremely generous additional literacy support provision and of strategies to support pupils with special educational needs, who are making slower but generally satisfactory progress. Younger pupils benefit from the reading recovery programme, and the extra staffing is used effectively to reduce class sizes. However, in some guided reading sessions, and writing lessons, groups of pupils worked with little direct supervision, and this slowed their progress. The few pupils who speak English as an additional language make satisfactory progress.
96. The recently appointed subject co-ordinator has given a sound lead in analysing literacy problems as reflected in the results of various national and teacher assessments. She is now taking steps to ensure that the evidence gathered has an impact on what is taught, mainly by re-organising the arrangements for the teaching of reading so that provision and practice across both key stages are consistent. For example, more emphasis is being placed on teachers modelling writing for pupils, and to extending and developing the use of the library.
97. The school has small literacy teaching groups and is now given attention to matching the teaching of all classes from Reception to Year 6 more accurately to the needs and attainment of pupils so that all can make appropriate progress. Provided that time is given, and action taken, to implement these initiatives the school is in a good position to improve.

MATHEMATICS

98. The results in the National Curriculum tests in 2000, at both Key Stage 1 and 2, were well below the national average, although in comparison with similar schools, performance was above average. Over the last few years, standards have improved gradually and mathematics has taken on more importance within the school.
99. Mathematics has made the most improvement as a core subject. At least half of the pupils in Year 2 are likely to attain in line with the national average and, in Year 6, most will attain levels at least in line with the national average. This is a significant improvement since the time of the previous inspections, when standards were judged to be well below average. The assessment of learning, including identifying targets and strengths and weaknesses in pupils' attainments, is developing well and is much better than at the time of the previous inspection.
100. Pupils' attitudes are much improved and their working habits are getting better. The general confidence of staff in teaching mathematics is improving. However, some staff, at both key stages still require additional support and guidance, in planning lesson objectives and in selecting a more relevant content to match pupils' ability levels.
101. Effective support for teaching and learning comes through detailed planning, the implementation of clear weekly lesson plans in the numeracy lessons, and the regular evaluations made by class teachers. There is still, in one or two classes, at both key stages, a tendency to introduce work at too slow a pace, and where the learning objectives and intended outcomes are not always clearly understood by the pupils.
102. The procedures that are in place to improve and to raise attainment are beginning to take effect. The analyses of National Curriculum and other tests and assessments, placing pupils at Key Stage 2 in ability sets, and introduction of a coherent marking policy, are helping to raise standards and accelerate pupils' progress.
103. In the previous inspection report, most pupils at Key Stage 1 carried out simple calculations using addition and subtraction accurately, and this standard is generally being maintained, though a

significant number of pupils in Year 2 are still experiencing difficulty with their number work. Pupils are now more competent in applying their knowledge to simple problem solving activities.

104. The current emphasis on mental and practical arithmetic at Key Stage 1 is having a positive impact in raising pupils' standards, and pupils use and manipulate numbers in a variety of problem-solving ways. Their levels of attainment are satisfactory throughout the key stage, including pupils with special educational needs, whose progress is also satisfactory and commensurate with their ability. Pupils make good use of number lines to develop their appreciation of number. In Year 1, pupils have a good understanding of mathematical language such as, "coming before", "coming after", "along" and "back". Practical resources, including computer and other games, are also used purposefully to consolidate pupils' understanding of numbers. The use of information and communication technology is, however, irregular and is undeveloped in mathematics.
105. The highest attaining pupils in Year 2 use number lines to locate numbers and multiples of numbers confidently, and they can identify words associated with figures up to 500. They are competent at ordering numbers to at least 100, and can locate them on their number squares quickly. They mentally double numbers accurately and swiftly.
106. Throughout Key Stage 1, pupils are growing in confidence in their understanding of place value, fractions, decimals and manipulating numbers, using number lines and squares. At the beginning of the key stage, pupils are not as competent in tackling non-numerical problems or telling the time, using analogue and digital clocks. Towards the end of Key Stage 2, pupils are not very confident in describing properties, location, the movement of shapes on rotation, and in data handling.
107. In the previous report, pupils at Key Stage 2, were judged to be competent and confident with simple calculations using the four rules of number, but their ability to carry out mathematical investigations and solve problems were not as well developed. Currently, at Key Stage 2 pupils' level of competence using multiplication tables, especially at the beginning of the key stage, and in the middle and lower ability set in Years 5 and 6 is unsatisfactory overall. However, in the top set, pupils are mentally sharp and can calculate using the four rules of number with confidence and accurately.
108. In the early part of Key Stage 2, standards are unsatisfactory. The highest attaining set of pupils are encouraged to explain their own method of working, but their skills of using addition accurately are only developing slowly. The commercial scheme does not always appropriately match pupils' oral mental work. Pupils' pace of working is also quite slow and they cannot rapidly recall number bonds. The lowest attaining pupils in Years 3 and 4 were unclear of what they had to do, and worked at a slow pace in calculating additions and subtractions.
109. The middle set of ability in Years 5 and 6 have only a limited understanding fractions and their knowledge of tables is very insecure. In marked contrast, the top set in Year 5 and 6 calculate using multiples of three and four digit numbers with speed and accuracy. They are competent in manipulating numbers relating to measures and volume. They enjoy responding accurately to multiplication, and to problems using approximations and probability.
110. The quality of teaching is satisfactory. The teachers have established good relationships with pupils and handle the plenary sessions at the end of lessons well. Their questioning techniques encourage pupils to answer well, but the use of open-ended questions is inconsistent at both key stages, and opportunities for pupils to develop their investigative and independent learning skills are too few. Teachers do not always take opportunities to make more use of language by asking pupils to explain how they solve problems, or ask them if they can think of alternative ways of tackling problems. Teachers at Key Stage 2 use the commercial scheme of work judiciously and effectively and in ways that reinforce pupils' mental mathematical activities.

111. Pupils settle down quickly at the beginning of the plenary sessions in numeracy, and listen carefully and attentively to questions that test their mental agility. The majority of pupils are eager to respond to the mental problems given, and enjoy undertaking practical activities. Pupils' levels of behaviour are invariably good. They show an interest in their work and carry on trying to work even when they are not sure of what they have to do. In some cases, however, the highest attaining pupils quickly complete tasks and teachers fail to provide suitable additional work to extend their knowledge or understanding.
112. The subject co-ordinator has been in post for sixteen months, and has a very clear view of her role. She has already been involved in some monitoring of pupils' work, and has undertaken a careful analysis of test results to identify pupils' strengths and weaknesses. However, her role as a co-ordinator is underdeveloped, with only sporadic opportunities to monitor teaching to help raise pupils' levels of attainment. She is not involved, for instance, in regularly scrutinising teachers' weekly plans. Resources are of good quality, but they are not always used appropriately. In some classes, for instance, practical equipment is not used to help pupils who are experiencing difficulty.

SCIENCE

113. Since the time of the previous inspection, standards by 11 have been consistently below or well below the national average, although gradually improving in line with the national trend. However, when compared with similar schools, attainment at the end of Key Stage 2 (11 year olds) is in line with the average and shows good progress from Year 2, particularly for boys, who have consistently outperformed girls. Teachers' assessments at the end of Year 2 show attainment to be very low, although the number of pupils attaining the higher Level 3 is in line with the national average. When compared with similar schools, attainment is still well below average.
114. The progress that is being made is the result of a clear long-term scheme of work, better subject knowledge and planning by teachers. Pupils are improving their knowledge, however, their investigative and experimental skills are weak. All teachers plan practical activities for pupils, but few of these are true investigations. The overuse of worksheets, often the same for all pupils, limits the progress they make, particularly higher attainers. There are not enough opportunities for pupils to devise their own investigations, make their own hypotheses about what might happen, or develop a good understanding of the need for a fair test.
115. The teaching observed was satisfactory, and teachers use correct technical vocabulary in their discussions with pupils, and encourage pupils to do the same. They show an appropriate knowledge of the aspects they are teaching, although they are often limited by their lack of knowledge of investigative work. There is some partial setting of pupils by prior attainment, where those pupils with low-level scientific skills work with the special educational needs teacher. However, within the groups left with class teachers, there is still a great range in pupils' knowledge and understanding, which is not always effectively catered for.
116. Pupils' books show an appropriate coverage of all the attainment targets in science, although presentation, both handwriting and drawing, are weak. Some links are made between science and other subjects, for example, English, where the teacher linked the work they were studying on seeds with earlier work on non-fiction books in their literacy lesson. With the exception of those pupils withdrawn to work with the special educational needs teacher, much of the work is the same for all pupils. Commonly copied passages and worksheets glued into books show the same content and coverage regardless of the pupils' ability and not all pupils are achieving at an appropriate level. While it ensures all pupils cover the appropriate work, it gives the teacher very little information about what individual pupils really understand. This also comes through in some of the marking, where teachers' comments are mainly related to the quality of presentation, not to the individual's response, and not what pupils need to do to improve their work.

117. Teachers use pupils' very good behaviour and positive attitudes well, and in the most effective lessons devise activities where pupils have to work as a group, or with a partner. A Year 1 lesson on magnetism generated great interest and excitement as pupils tested a range of materials and sorted them into magnetic and non-magnetic groups. The teacher used the discussion before the lesson skilfully to get pupils to express their ideas and thoughts. This was good preparation for more advanced work in developing their own hypotheses. These questions prompted and guided pupils' reasoning and, with the use of accurate vocabulary encouraged their scientific thinking, leading to improved learning.
118. When studying the structure of the human eye in Year 5, the teacher set up an appropriate investigation where pupils worked together to observe the reaction of the eye's pupil to changes in light. They concentrated well on the task and recorded their observations accurately, but they needed more opportunity to think about, and discuss, their findings to allow them to interpret what they were seeing and improve their learning skills. In Year 6, pupils were able to identify all of the important features of a flower, although copying from a photocopied worksheet rather than a real flower limited their response, and their understanding of the function of some of these parts, for example, the anther, was less secure. Throughout the school, teachers need to give more thought to the type of questions they ask pupils and, through how they can enable them to give more personal interpretations. This will allow teachers to gain a clearer view of pupils' levels of understanding.
119. The subject co-ordinator is knowledgeable, and has undertaken some good quality in-service training to improve her own skills and knowledge. She has revised the policy and the scheme of work, based on a commercial publication and other material. At present this does not link with the guidance published by the Qualifications and Curriculum Authority, although it has been used as supplementary material. Little direct monitoring of teaching and learning has taken place over the last two years, and what monitoring there has been has had to be restricted to sampling pupils' work. However, other than feedback on this, teachers do not have any clear guidelines as to appropriate expectations, for example, through moderating pupils' work across the school.
120. The resources in school are generally adequate and the school grounds provide a good facility for studying the natural world. However, some of the equipment used in lessons limits pupils' learning, for example, the magnets used were old and lacked enough strength to pick up some of the heavier objects, which confused pupils as to whether or not they were really magnetic. Similarly, many of the mirrors used to observe the structure of the eye were too scratched to give a clear reflection. There is a lack of consumable materials to support experimental and investigative work.

ART AND DESIGN

121. While it was not possible to observe many lessons, and none at all for the seven to 11 year olds, there was a wide range of evidence from displays, photographic records, teachers' planning and discussions with pupils. All of these indicate that standards are broadly average at the ages of seven and 11. This is an improvement since the time of the previous inspection, when pupils made poor progress and standards were well below those expected for pupils of this age.
122. As with many other subjects, pupils have good attitudes to their work, concentrate well and try hard. This was clearly seen in a Year 2 lesson where pupils applied themselves to the difficult task of drawing and enlarging a section of a complicated floral pattern. Many have only limited skills, but all tried hard and experimented with a number of different views until they had achieved what they felt to be a suitable composition. The class teacher offered good support, and through his guidance and encouragement, many pupils produced a better quality piece of work than they might otherwise have done.

123. The knowledge shown by a Year 1 teacher about the work of the artist Paul Klee, with his bold shapes but little fine detail, enabled the pupils to identify the important features of his style, practise these, and then use them to create their own compositions. This was more than merely producing a copy of someone else's work, it was recognising the technique and using it in their own way: an important step in developing their skill and understanding of art.
124. The work seen in displays and other records shows a wide range of materials and approaches being used, from bold self-portraits in paint by pupils in Year 1, through to more delicately drawn pastel pictures in the style of Van Gogh in Year 6. Three-dimensional art in the form of collage, clay and papier-mâché are used effectively both in art and other subjects, for example, making air-raid wardens' tin hats in history. Other links are made with Tudor portraits in history, pictures of Kenya in geography, and links to English through illustrations for poems and stories. The art of other cultures is also celebrated through Aboriginal drawings, Ancient Greek pottery, and Portuguese ceramic tiles. There are many examples of pupils collaborating on larger projects such as collages.
125. Pupils are experiencing a wide range of art activities and, through the scheme of work, these are successfully built on as pupils move through the school, for example, simple printing of repeating patterns in Year 1 develops through polystyrene tile prints to more complicated lino prints in Year 5. This work is being enhanced by a popular after-school art club, supported by many pupils and staff. While little teaching was observed, the evidence indicates that teaching is satisfactory across the school. Pupils are provided with a range of challenges, which are effectively developed by teachers and classroom support staff. However, the subject does not have a designated co-ordinator to monitor the progression and development of pupils' skills throughout the school: this is a weakness.

DESIGN AND TECHNOLOGY

126. No lessons in design and technology were seen during the inspection. The teaching of this subject is timetabled to take place during the second half of the current term. Evidence of pupils' attainment, progress and standards were obtained from a scrutiny of pupils' work, teacher's plans, classroom displays and discussions with staff and pupils. No judgement on standards was given at the time of the previous inspection. However, on the available evidence, the standards attained by pupils at the end of both key stages are in line with the national expectations for this subject.
127. Younger pupils at Key Stage 1 made fruit salads as part of their topic on eating more fruit and vegetables. They previously designed and made their own musical instruments, and made simple evaluations of the practical aspects of their design to ensure that their creations worked. Older pupils drafted beforehand their designs for model vehicles, taking account of the type of vehicle they wanted to create, what it would do, and what particularly they liked about their designs. Having completed their models, pupils were asked to consider what they would like to change. In one case, a pupil evaluated his vehicle and decided that to improve it, the wheels were not of the right size. The resulting outcomes on display in the Key Stage 1 classrooms were of a good standard.
128. Pupils in the early part of Key Stage 2, in considering the concept of packaging, make their own boxes and at the same time invented names for their commercial gravy products. Another class produced money containers of varying types. In both instances, pupils were involved in discussing the merits of their designs and of how they could be improved. Older pupils created either their own musical instruments or slippers. In all classes, the designs and end products were of a satisfactory standard.

129. Pupils have developed appropriate cutting and pasting skills and are familiar with the characteristics and possible use of a range of materials, including textiles, card, polystyrene, wood, metal and plastics. They are developing a growing understanding of the nature of designs and how improvements can be made. In one class, good cross-curricular links were established between design and technology and history, and pupils were making their own World War II helmets using a variety of materials.
130. It is clear from pupils' work that the quality of teaching is satisfactory. The scheme of work used by the school closely reflects the Qualifications and Curriculum Authority recommendations for teaching design and technology. It is a matter of concern, however, that there is no subject co-ordinator for design and technology in the school. Without a co-ordinator it is difficult to envisage how pupils can secure good standards and better levels of knowledge, understanding and skills in this subject.

GEOGRAPHY AND HISTORY

131. No lessons were observed in either geography or history during the inspection because of the organisation of the school's timetable, where the subjects are taught during enrichment weeks in other terms. However, evidence was gained from a study of planning, discussions with staff and pupils, and a scrutiny of the available work.
132. Pupils' achievements by the age of eleven are well below expected levels in both geography and history, and pupils have weaknesses in a number of important aspects of these subjects. This is similar to the judgement made at the time of the previous inspection.
133. In geography, restricted teaching of the local area has meant that most pupils are unaware how Southmead has changed over time as a result of geographical factors. Shortcomings in the geography curriculum, and the lack of time spent on the subject over the last few years, mean that pupils' awareness of the importance of physical geography, such as the effect of rivers and weather on landscapes, is limited. Some pupils can use maps satisfactorily, but they have only limited fieldwork skills in areas such as recording weather patterns and temperature. In this respect, the subject has not taken sufficient advantage of the opportunities offered by information and communication technology.
134. Pupils' knowledge of where major places and countries are to be found is limited. For example, they find out where Rome and Egypt are as part of their work in history but, thereafter, their grasp of distance and direction on a wider scale is limited. Overall, the subject makes little contribution to the provision for spiritual, moral, social and cultural development.
135. Discussions with pupils in Year 2 revealed that they are confused between people who lived beyond living memory, for example, Samuel Pepys, from their work on the Great Fire of London, and fictional characters such as The Pied Piper. When asked if life was different at the time of Samuel Pepys, they all knew that there were rats that got drowned in the river. When asked roughly how long ago Samuel Pepys lived, answers ranged between one hundred and one thousand years.
136. Talking with the older pupils indicates that history teaching captures their interest, and they can recall some facts about the topics studied, but much of their knowledge is superficial. Pupils talked enthusiastically about the feast they had at the end of their topic on Victorians, when they and the teachers dressed in costume. Although the pupils find the teaching stimulating and they enjoy history, much of the recording is worksheet based and gives no indication of the acquisition and development of skills. The pupils are not developing a sense of chronology.

137. The school does not have comprehensive schemes of work to support teachers in their planning. There is no assessment in either subject to ensure that skills are being developed systematically as pupils move through the school. Resources are limited. Little use is made of information and communication technology, but the subjects make a satisfactory contribution to the development of literacy at Key Stage 1, through the use of Big Books, which are based on geographical themes.
138. The school is aware that the present curriculum arrangement whereby pupils are taught a year's geography and history in a single week does not lead to a secure development of the necessary knowledge and skills. They are evaluating the merits of the present teaching arrangements and it is upon the success of the subsequent actions that improvement in these subjects depends.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. The previous inspection judged standards to be below national expectations and pupils made unsatisfactory progress. Currently, standards are below national expectations at the end of Key Stage 1, and well below at the end of Key Stage 2. This is because, until recently, there were insufficient resources in the school to enable teachers to provide worthwhile experiences for the pupils and very little work in information and communications technology was undertaken. Pupils in Year 6 who were interviewed, for example, said that they had not completed any work in control technology since they were in Year 2. A new information and communications technology suite came into use towards the end of the autumn term and, although the school has experienced some problems with this, it was evident during the inspection that this is already beginning to have a significant impact on raising standards.
140. Two lessons were observed at Key Stage 1, and in both of these it was clear that pupils are making rapid strides in developing their basic keyboard skills and their knowledge of the art program in use. Their good progress, in catching up on missed opportunities, is not just due to the sound teaching provided in the suite, but also to the pupils' interest and enthusiasm. At the beginning of lessons they can hardly wait to get their hands on the computers. All pupils could open the program, use the mouse confidently, correct mistakes, save their work and close the program down. One or two needed close support to achieve all of these things, but overall standards were satisfactory.
141. No lessons were observed at Key Stage 2, but pupils were interviewed working at the computers, and it was clear that they too are making rapid strides in catching up lost ground. Their previous work in information technology has been very fragmentary and their knowledge, skills and understanding are well below the standards expected. They have a real interest in, and enthusiasm for, computers and this is enabling them to catch up quickly. They have a good knowledge of the database program they are currently using. All those interviewed could use it confidently, including entering the correct formula to find the area of different rectangles. Some pupils have good basic skills because they often use computers at home to research information or to complete their homework, for example.
142. Based on the lessons observed, discussions with pupils and a review of teachers' planning, the quality of teaching is satisfactory. Due to the effective in-service training provided by the co-ordinator, teachers are confident when using the computers and express their appreciation of this. They are well supported in their practice by the scheme of work, which provides them with a good foundation for their planning. Because there are no assessment procedures in place, teachers are not yet able to plan effectively to meet the needs of individual pupils. Teachers manage pupils well and provide good support during lessons. This enables pupils to make good progress in lessons and most are making up lost ground well. The pupils' good attitudes to the subject mean that they work hard during lessons to complete their work to the best of their abilities.

143. The leadership of the subject is good. The co-ordinator has worked very hard to get the information and communications technology suite off the ground, to prepare the scheme of work and structures for planning, and to provide teachers with support and training. These are having a significant impact on raising standards. He has produced a good quality five-year plan for the development of the subject, but this does not yet include systems for assessment. The use of information and communications technology across the curriculum is very under-developed.

MUSIC

144. Pupils throughout the school attain the standards expected for their age, an improvement on the judgements of the previous inspection, where standards were below average and pupils made poor progress. By the age of seven, pupils can sing a repertoire of simple songs and hymns, showing reasonable control of pitch, dynamics and rhythm. They have an understanding of long and short sounds, and can clap the rhythm of their names and follow a simple pattern demonstrated by the teacher. They use un-tuned percussion instruments to play loud and soft notes. They compose their own tunes, which they write as a score, play following the score and record on to a tape.
145. Older pupils build on the skills they have acquired and use tuned percussion instruments to play high and low sounds. They follow a simple score using the three notes ECG. By the time they are eleven pupils can internalise and perform a steady rhythm using a variety of instruments. Year 6 pupils can sing in three-part harmony.
146. The quality of teaching and learning is satisfactory overall. There is no co-ordinator or teacher with specialist knowledge and expertise to monitor the teaching and learning, or to improve the knowledge and skills of the rest of the staff. The only pianist is a classroom assistant, who plays for assemblies. The teachers conscientiously follow a commercial scheme to ensure that the pupils receive a sound musical experience in singing, performing and listening to music.

PHYSICAL EDUCATION

147. Standards have improved since the time of the previous inspection, and pupils generally make satisfactory progress throughout the school and the majority attain appropriate levels at the age of 11. During the inspection lessons, were observed in gymnastics and dance, but evidence was also gained from a study of planning and discussions with staff.
148. The school benefits from an extensive locally sponsored scheme, which provides coaching for pupils and staff, in cricket, rugby, tennis and basketball. Additionally, extra-curricular provision in netball and football, leading to competitive matches, plays an effective part in raising standards. Pupils use a local swimming pool and records show that they have a sound understanding of water safety. Almost all can swim the required 25 metres by the age of 11.
149. Teachers make satisfactory use of two spacious halls and adequate equipment to provide their pupils with opportunities to develop their skills in gymnastics and dance. A carefully planned gymnastics lesson for a Year 1 class resulted in effective learning because pupils were given good opportunities to practise and improve holding a shape, before developing sequences of movements. Pupils in a Year 5 class followed an Indian dance step closely, but overall pupils across to school do not respond particularly imaginatively to music. Most pupils work hard to link together stretches, arching movements and balances, but the quality of movement produced by a minority of pupils is unsatisfactory because they do not listen to instructions with sufficient care and quickly lose interest.
150. The quality of teaching is satisfactory, and in most lessons this encourages pupils to try hard to do their best. The characteristics of better lessons are careful planning, good class management and a crisp pace. As a result, pupils follow instructions carefully and develop their skills safety and

well. Weaknesses in lessons that were judged to be satisfactory overall, included a slow pace in both changing and moving around, and opportunities for pupils to evaluate their own and other pupils efforts. Some teachers also show a lack of awareness that groups of pupils, often boys, have gone off task and are not working to their potential.

151. The co-ordinator is planning to have a scheme of work in place by the summer; he is also aware that some colleagues require more in-service training in gymnastics. Currently, there is no system for assessing and recording the attainment and progress of pupils and this has an adverse effect on the quality of learning. Nevertheless, both the headteacher and staff support a range of extra-curricular activities and residential visits, which provide opportunities for mountain biking and kayaking. Providing that the new scheme of work builds on the positive provision enjoyed by the pupils, the school is in a good position for further improvement.

RELIGIOUS EDUCATION

152. At both key stages, pupils' attainment in religious education is in line with the expectations set out in the Avon Agreed Syllabus. The policy and scheme of work take full account of the revised 1998 Orders for religious education, but are shortly to be reviewed, to take account of the new Avon Agreed Syllabus.
153. The school recognises the importance attached to this subject and sufficient time is given to teaching religious education at both key stages. This has raised standards since the time of the previous inspection. Curriculum links with other curriculum subjects, such as personal, social and health education, history and geography, help to develop pupils' moral and social sensitivities in positive ways. This subject contributes satisfactorily to developing pupils' spiritual and cultural awareness.
154. Through Biblical stories, pupils at Key Stage 1 develop a suitable knowledge and understanding of relationships and values, such as sharing and caring for others. Pupils can also recall the factual details of stories about Moses, Jesus and other major Biblical personalities accurately and in detail. They also learn how to empathise with some of the people in the Bible who are homeless, poor and sick.
155. Whole-class discussions, with questions posed by the teachers, help pupils to know the facts of Biblical stories and events. Pupils, however, do not have sufficient opportunities to respond to open-ended questions to develop their own views and opinions or to develop specific insights into why people are religious. Teachers generally lack confidence to offer pupils alternative interpretations and explanations of religious stories and events and, thereby unwittingly reinforce in pupils' minds a literal understanding of some Biblical texts.
156. At Key Stage 1, broader topics, such as major religious festivals and traditions, fables, myths and legends, for instance, the story of Ganesha, extend and deepen pupils' knowledge and understanding of how religious people live and how symbolic language is used in religious stories.
157. At Key Stage 2, pupils effectively develop a good understanding of what "special" means in a religious context in terms of people, places, customs and costumes. They look at harvest festivals and others, such as, Christmas and Easter in Christianity, Diwali in Hinduism and Passover in Judaism, and can relate their salient features. Pupils can explain the meaning of a church or a synagogue, using an appropriate religious vocabulary and describing some of the artefacts to be found within these religious buildings. Towards the end of the key stage, pupils discuss the characteristics and qualities of a leader and what makes a good leader. Few opportunities are made available to pupils, however, to express views in writing or to write at length to develop independence in their thinking.

158. Teaching is satisfactory overall and this enables pupils to make satisfactory progress in their learning. Teachers make good use of pupils' first hand experiences at both key stages.
159. They encourage pupils to talk about their feelings and values, and teachers make good use of discussion to develop pupils' language skills. In the best teaching, questions are well thought out to draw explanations through being carefully targeted to individual pupils. However, teachers make insufficient use of resources, including information and communication technology, to help develop pupils' skills, neither are pupils encouraged to undertake investigations of religious topics and ideas. The level of available resources in this subject is poor, with few artefacts available to enrich pupils' experiences in lessons.
160. The subject co-ordinator is enthusiastic and committed to developing this subject. She has no specialist qualifications, but since taking over this responsibility three years ago, has attended a number of in-service training courses to enhance her professional qualifications. Her monitoring role is undeveloped. The assessment and recording of pupils' work in religious education has not been formalised and is an area that has been under-developed.