

INSPECTION REPORT

HORFIELD PRIMARY SCHOOL

Bristol

LEA area: City of Bristol

Unique reference number: 109143

Headteacher: Mr Alan Sutton

Reporting inspector: Stephanie Denovan
17718

Dates of inspection: 16 – 19 January 2001

Inspection number: 211475

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary controlled

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Horfield Primary School
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Westbury on Trym
Bristol

Postcode: BS10 5BD

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Hugh McLauchlin

Date of previous inspection: 1 March 1999

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17718	Stephanie Denovan	Registered inspector	Mathematics	What sort of school is it? The school's results and pupils' achievements. How well is the school led and managed? What should the school do to improve further?
13048	Patricia Bowen	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
30720	Sue Sharp	Team inspector	English English as an additional language	How good are the curricular and other opportunities offered to pupils?
31158	Sue Davies	Team inspector	Equal opportunities Art Music Physical education	
19302	Christine Perrett	Team inspector	Special educational needs Information and communication technology Design and technology	Pupils' attitudes, values and personal development
27799	Andrea Nicholson	Team inspector	Under fives Science Religious education	
17618	Mike Hillary	Team inspector	Geography History	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Horfield Voluntary Controlled Church of England Primary School is a larger than average primary school. There are 312 pupils on roll: 155 girls and 157 boys. The school is situated in the residential area of Horfield, Bristol. The catchment area consists of private and local authority housing. Attainment on entry to the school is broadly average. There are 89 pupils with special educational needs, a figure that is slightly above the national average. The number of pupils with statements is also slightly above the national average. The large majority of these pupils have moderate learning difficulties although a significant minority have speech and language delay. There are 14 pupils who speak English as an additional language, two of whom are at an early stage of language acquisition; this is higher than in most schools. They speak Italian, Urdu, Russian and Cantonese. The percentage of pupils entitled to free school meals, 14.1, is broadly in line with the national average of 19.7 per cent in 2000.

HOW GOOD THE SCHOOL IS

Horfield Primary is a good school where pupils are achieving well by the time they are eleven. Standards in English and mathematics are improving and eleven year olds now achieve above average standards in these subjects, and in art and music. The leadership and management of the school are good and there is a clear understanding of the school's strengths and weaknesses. The overall quality of the teaching is good. The school provides good value for money.

What the school does well

- Standards for eleven year olds in English, mathematics, music and art are above average. Over the last two years there has been an upward trend in attainment in English and mathematics for both seven and eleven year olds.
- The teaching is good, particularly to the youngest children, and in Years 5 and 6. This has a positive impact on standards and pupils' learning.
- The leadership and management by the headteacher, governors and subject co-ordinators are good.
- Relationships are excellent, and pupils' attitudes and behaviour are very good.
- The support from parents is very good.
- There is good support for pupils who struggle with their learning.

What could be improved

- The higher attainers in Year 2 could be stretched further.
- The organisation of the curriculum means that there is not enough direct teaching in subjects other than English, mathematics and science in Years 1 and 2; that there is not enough time for geography or for design and technology in Years 1 to 6; and that some pupils miss some of the assemblies.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Horfield Primary School was last inspected in March 1999 when it was found to have serious weaknesses. At this time, there were mixed-age classes for Years 1 to 2 and 3 to 6. The school has worked very hard in a short space of time to overcome barriers to pupils' learning. Overall improvements since the last inspection are good. There has been an increase in the number of classes from eleven in 1999 to 13 in 2000 and the smaller, single-aged classes for Years 3 to 6 have contributed to the rise in standards and good quality teaching. Standards in information and communication technology have improved substantially. Although

standards in design and technology are now average, not enough time is given to this subject, or to geography, to enable them to be taught fully. The school's arrangements for assessment, the role of the subject co-ordinators and the accommodation and learning resources have all improved well.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	D	C	C
mathematics	E	C	B	B
science	E	B	C	C

Key

well above average A

above average B

average C

below average D

well below average E

Results of the 2000 national tests show that standards in English and science for eleven year olds are average. Inspection findings show that standards for eleven year olds are average in science but are mainly above average in English. This is because the school is focusing specifically on what pupils need to improve, such as their writing, and the subject is taught well across the school. Inspection findings are in line with the results in mathematics, which show above average attainment nationally and when compared with similar schools. Standards in art and music for eleven year olds are also above average. Standards in the Foundation Stage are better than expected given pupils' average attainment on entry to the school. Children are well in line to exceed the Early Learning Goals because good teaching is bringing rapid achievements. Standards for five to seven year olds are in line with those expected nationally. There is an upward trend in attainment in English and mathematics for both seven and eleven year olds over the last two years. The school sets challenging targets year on year in English and mathematics and manages to exceed them. It has not been possible to judge the standards in geography for seven year olds, as there was insufficient evidence upon which to make a judgement. Eleven year olds achieve well in most subjects, except in design and technology where their progress is slow. This is because the range of learning opportunities cannot be covered in the time available. Pupils in most other subjects are motivated by the challenging tasks and do well. The rate of achievement for seven year olds is not as rapid, because not all tasks are matched sufficiently to the attainment of higher attaining pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen and eager to attend school. These very good attitudes help to improve pupils' standards of attainment and progress.
Behaviour, in and out of classrooms	Very good. Pupils listen well and pay attention in the lessons. Teachers have effective strategies to calm pupils at the start of

	lessons to ensure that learning is rapid.
Personal development and relationships	Relationships are excellent. Pupils are very supportive of each other and their teachers. They show initiative and take responsibilities well.
Attendance	Good and above the national average. Punctuality is good.

Pupils can work well both collaboratively and independently. They persevere with tasks and are industrious and self-motivated. Because they listen well they make good gains in learning. In a small minority of lessons where the work lacks challenge, pupils do not work as hard as they could. Where lessons inspire them they rise to the challenge and enjoy their learning. The quality of relationships between all members of the school community is one of its most significant strengths.

TEACHING AND LEARNING

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

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

In the lessons observed, 69 per cent of teaching was good or better, with 17 per cent being very good or excellent. No lessons were unsatisfactory. The teaching in Years 5 and 6 is consistently good. It is always at least good in the Foundation Stage. The quality of teaching in English overall is mainly good. Teachers across the school have a good knowledge of how to teach literacy. Teaching is mainly good in numeracy, particularly in Years 3 to 6. Teachers systematically build on the skills pupils already have and the National Numeracy Strategy is well established throughout the school. There are strengths in the teaching of music where the sheer enthusiasm of the teacher is infectious, and, because the learning is structured in small stages, pupils achieve well. Good teaching in art was seen when the teacher used skilful questions to probe pupils' knowledge and deepen their understanding. The needs of all pupils are often met well, although for Year 2 pupils the tasks are not always matched carefully enough. This results in higher attaining pupils covering areas where they are already confident. Overall, pupils' learning is good. Teachers share the intentions for lessons and pupils are aware of how well they are doing and what they need to do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the Foundation Stage and in Years 3 to 6 and satisfactory in Years 1 and 2. Not enough time is given to geography and design and technology and the rotation of non-core subjects in Years 1 and 2 does not allow enough time for direct teaching. Literacy and numeracy are rich aspects of the school's curriculum.
Provision for pupils with special educational	Good overall. Learning support assistants, and the teacher for special educational needs, provide well-targeted support. Teachers generally match their work well to pupils' needs in the

needs	class, although the needs of higher attainers are not always met sufficiently in Years 1 and 2.
Provision for pupils with English as an additional language	Support for pupils with English as an additional language is good. Pupils are assessed on entry to the school and teachers act well upon advice and support given by the Local Education Authority.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' moral, social and cultural development is very good, and spiritual development is satisfactory. Older pupils support younger ones in the playground. Cultural development is taught well in art and music.
How well the school cares for its pupils	The school takes good care of its pupils and ensures they are safe and not at any risk. All staff know the pupils well and there are good communications with parents.

There is an active school council where pupils confidently raise issues to help the school to run smoothly. The school's partnership with parents is a strength. A significant number of parents help in the school on a regular basis, in classrooms, on visits and with extra-curricular activities. Parents raise a substantial amount of money each year to support pupils' learning. Not all pupils attend the daily acts of collective worship, because they receive additional help for their special educational needs. Although parents' permission has been given, the school could do more to alleviate the problem by ensuring additional literacy support is provided during English time.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is good overall. The headteacher and key stage co-ordinators are giving a clear direction for the school's work. They are appropriately focused on tracking pupils' progress through data. Most subject co-ordinators manage their areas well. The co-ordinators for literacy and numeracy are leading well across the school.
How well the governors fulfil their responsibilities	Governors are very effective in their roles. They know the strengths and weaknesses of the school. Their strategic leadership in the school is good and they are rigorous in their appointments of staff.
The school's evaluation of its performance	The school analyses its performance well. It has taken the necessary steps to ensure that weaknesses, such as in pupils' writing, are given specific emphasis to bring about improvements.

The strategic use of resources	Good. The school has made good use of the available funds to improve resources in most subjects. Resources are targeted well at priorities for development. The deployment of support assistants is good. The improved accommodation has enabled standards to be improved.
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The school has a good number of teaching and support staff to meet the demands of the curriculum. The quality, range and amount of resources have improved considerably and are now good. Now that the recent extension to the building is completed, providing additional classrooms, library, information and communication technology room and special needs area, accommodation is good. The school makes comparisons of its performance data against all schools and similar schools and asks appropriate questions about how and why they do certain things. Prices are compared fully, such as when buying computers, and the school evaluates the effect of their spending decisions. In this way they apply the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The value the school gives to the development of the whole child. • The dedicated teachers and headteacher and the way staff are approachable. • The community feel to the school. • The support given for pupils with special educational needs. • The teaching of music, which is a strength. 	<ul style="list-style-type: none"> • The mixed aged classes in Years 1 and 2. • The unsatisfactory behaviour of some Year 6 pupils.

The Registered Inspector received twenty-one letters from parents. Most stressed their support and praise for the school. The inspection team agrees with all of the areas in 'What pleases parents most' above. In addition, it agrees with parents that the mixed-aged classes in Years 1 and 2 are not ideal; they hinder teachers' attempts to meet all pupils' needs effectively. However, the inspection team does not agree with parents that there is unsatisfactory behaviour in Year 6 or elsewhere in the school. The behaviour of pupils across the school is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards have improved dramatically for eleven year olds since the last inspection in March 1999. At that time, standards in English, mathematics and science were below average. Inspection findings show standards for eleven year olds are now above average in English, mathematics, art and music, and in line with those expected for their age in all other subjects. Pupils are achieving very well in English, mathematics and music because of the high quality teaching. Their progress in art is good. In information and communication technology, although progress is good, it is not yet used fully across the curriculum. Progress is sound in all other subjects except design and technology where it is unsatisfactory. This is because not enough time is given to develop the skills pupils need and this has a negative impact on their learning. Whole-school targets in English and mathematics are challenging and being achieved.

2. Standards for seven year olds are average in most subjects, with the exception of geography, where there was not enough evidence upon which to base a firm judgement. A similar pattern was found at the time of the last inspection. Pupils are not achieving as well as they could, given the good progress made in the Foundation Stage. In particular, this affects their performance in English and mathematics, where the needs of higher attaining pupils are not met effectively. The way the curriculum is organised in Years 1 and 2 does not allow pupils enough access to direct teaching in non-core subjects, and because the blocks of subjects for individual pupils are met infrequently, teachers are unable to build on pupils' skills progressively.

3. Attainment on entry to the school is broadly average. Children in the Foundation Stage achieve well in relation to all the Early Learning Goals and will be well launched on the National Curriculum by the time they enter Year 1. Children enter school with broadly average skills in language and mathematics but make rapid progress during the reception year because of the good quality teaching and care they receive. Their confidence improves rapidly as the tasks are broken down skilfully into small achievable steps.

4. Results in English in the 2000 national tests for eleven year olds showed that standards were above the national average, although only average standards were achieved at the higher than expected level. Overall, standards in English compared to all schools nationally and similar schools are average. Inspection findings show above average results are achieved now, because for two years the National Literacy Strategy has been taught well and pupils' skills in writing have improved substantially. Results in mathematics in the 2000 national tests for eleven year olds, showed that standards were above the national average and above those in similar schools. Inspection evidence shows this above average standard is being maintained in mathematics. Results in science in the 2000 national tests for eleven year olds, showed that standards were in line with the national average and with those in similar schools. Inspection findings reflect a similar picture in science. Over the last two years, there has been an upward trend in standards for eleven year olds in English, mathematics and science.

5. Results in English in the 2000 national tests for seven year olds show that there is a wide range of attainment across the current Year 3. The percentage of pupils achieving below the national standards in both reading and writing was higher than the national average and the percentage of pupils achieving standards well above the national average was also higher than the national average. When the results are averaged overall, they show that pupils' performance in both reading and writing was above the national average for all

schools, and in comparison with similar schools. Inspection findings show attainment for seven year olds is broadly average this year. Results in mathematics for seven year olds in the 2000 national tests showed below average standards, although at the higher than expected level the proportion of pupils was well above the national average. When the results are averaged overall, they show that pupils' performance in mathematics was in line with the national average for all schools and similar schools. Inspection evidence reflects this picture. Results in science teacher assessment in the 2000 national tests for seven year olds, showed average standards. Inspection findings show a similar pattern in science. Over the last two years there has been an upward trend in attainment in reading, writing and mathematics by the time pupils are seven.

6. Pupils with special educational needs are identified early. They are set appropriate individual targets to overcome their difficulties. Pupils receive good support in class and when working in withdrawn groups. They make good progress with the targets on their individual educational plans. Test results over the last three years show that girls achieve slightly higher standards than boys at seven, but that gap widens by the time they are eleven, and boys perform below average for their group in English and mathematics. The school is supporting boys well in the setting arrangement in classes, and this is enabling them to feel more confident about their learning. Higher attaining pupils in Years 1 and 2 are not always challenged sufficiently by the level of work given, and this inhibits the progress they make in English and mathematics. Pupils who have English as an additional language make good progress. This is mainly due to the good support provided by the local education service, who provide support for assessment and ongoing advice and guidance to schools. The school has identified its pupils who are gifted and talented and there is appropriate provision for them in the setting arrangements, particularly in English and mathematics lessons in Years 3 to 6. However, these pupils do not always receive work that is challenging enough in Years 1 and 2.

7. Standards in English are above average for eleven year olds and average for seven year olds. Achievements in English are good overall. Pupils listen well to each other and the teacher. By the age of eleven, pupils' listening skills are very good, and their speaking skills are developing appropriately. Some children struggle with finding the correct vocabulary to say what they mean, but they are helped to overcome these difficulties with skilful teaching. By the time pupils leave the school, their reading skills are good. Pupils in Years 1 and 2, have an appropriate knowledge of letter sounds, which they use well to read new words. Pupils' writing skills have improved dramatically since the last inspection. By the age of eleven, pupils' writing is good. They choose words carefully to provide richness to their writing, such as in a Year 6 lesson on choosing vocabulary for suspense writing. Teachers make very good links between reading, and speaking and listening, and provide good opportunities for pupils to extend their vocabulary and explain meanings, as in a Year 4 lesson, where the teacher provided meaningful contexts for pupils to grasp the work on phrases. Achievements in writing for the higher attainers in Year 2 could be better; not all tasks given provide suitable challenge for these pupils. Standards of handwriting are generally good across the school and pupils' spelling is improving due to a closely focused programme.

8. Standards in mathematics are above average for eleven year olds and average for seven year olds. Achievements in mathematics are good for seven to eleven year olds. Pupils make very good progress when working mentally. Most pupils can add two two-digit numbers mentally. This is because they have a firm grasp of strategies, such as adding doubles of numbers. They work with speed and accuracy. Whole-class mental mathematics sessions are carefully matched to pupils' levels of attainment and this ensures their success. Pupils know how to check answers by working out an estimate first. They accurately decide when to use written or mental methods of working, such as in the Year 6 lesson on problem solving. Achievements in mathematics are not as good as they could be

for the five to seven year old higher attaining pupils. This is because not enough is expected of them, and work set, provides insufficient challenge and support for pupils to develop their skills progressively. However, pupils can use the correct mathematical vocabulary, such as in the lesson seen in Years 1 and 2 on reading and writing numbers to 100. They understand the terms used in mathematics well.

9. Standards in science are average for seven and eleven year olds and achievements are in line with those expected. Eleven year olds can describe simple food chains, and their scientific vocabulary is developing appropriately. This was seen in a Year 6 lesson where pupils explained why plants were essential to a food chain. By the age of seven, pupils are beginning to generate their own questions, such as in the Years 1 and 2 lesson on sorting natural and man-made materials. Standards in information and communication technology are in line with those expected; achievement in the subject is good for eleven year olds and satisfactory for seven year olds. Pupils are developing their keyboard skills appropriately and the newly equipped room is providing good opportunities for their skills to grow. In a good lesson seen with Year 6, pupils developed their knowledge and understanding of spreadsheets well. However, information and communication technology skills are not yet well established enough across the curriculum. In religious education, standards are in line with those expected of the agreed syllabus for seven and eleven year olds. The co-ordinator has worked hard to ensure there is a detailed curriculum offered. Pupils can reflect quietly when required and share their thoughts and feelings well with others.

10. In history and physical education, standards are in line with expectations for both seven and eleven year olds. In design and technology, although standards are in line with those expected for seven and eleven year olds, pupils are not achieving as well as they could by the time they are eleven. This is because not enough time is given for pupils to develop their skills appropriately. In geography, not enough evidence was available to judge attainment for seven year olds, because insufficient time is given to develop the units of work. Standards in geography for eleven year olds are in line with those expected. In art and music, standards are in line with those expected for seven year olds and above average for eleven year olds. Very good progress is made in music by eleven year olds, and progress in art is good, because the teaching skilfully develops pupils' knowledge, understanding and skills.

Pupils' attitudes, values and personal development

11. Pupils' attitudes, values and personal development are very good. They have improved greatly since the last inspection when they were judged to be satisfactory, and are now a major strength of the school. These features help to promote pupils' progress, and to improve standards of attainment. Pupils are keen to come to school, and show a real interest and involvement in the wide range of activities that the school provides. They respond well to the caring ethos of the school, and show a considerable pride in being a member of the school community. They concentrate well in lessons, listen attentively, and want to succeed. Five to seven year olds show very good levels of independence when working in their group sessions leaving the teacher to teach uninterrupted. Many pupils have the confidence to 'have a go' in responding to teachers' questions. For example, in a Year 6 mathematics lesson, a pupil replied 'I'm only guessing but I think....' When working in small groups, pupils with special educational needs show confidence to contribute to group discussions, are interested, and want to succeed.

12. Behaviour is very good. Very little inappropriate behaviour was observed during the inspection. When it occurs, teachers use effective strategies to calm their pupils and ensure they are ready to learn. Generally pupils are well behaved, polite and friendly. They wait very patiently for their lunch, and are well mannered at the table. There was no incidence of any

oppressive behaviour of any kind seen during the inspection. When pupils in Year 6 were questioned on this point, their immediate reply was that 'we don't have bullies in our school'. Pupils show respect for property, handling equipment, such as musical instruments carefully. There has only been one recent short-term exclusion, and the reason for that has now been resolved.

13. Relationships are excellent. Pupils are very supportive of each other and their teachers. They thank each other readily. For example, when a pupil holds the door open for another the immediate response is 'thank you'. They readily applaud the efforts of others, and show respect for the ideas and beliefs of friends. Pupils collaborate well, supporting each other in their learning. For example, in a Year 4 lesson, a pupil with special educational needs was supported and encouraged by her class-mate to enable her to succeed in using the computer. In the playground, all age groups play amicably together, and the oldest look after the youngest. Pupils with special educational needs are eagerly looked after by their peers to ensure they come to no harm. This real sense of community is acknowledged by the parents to be a strength of the school. Inspection evidence confirms this. The school actively promotes the cultural traditions, aspirations and values pupils bring with them from home. This is evident in displays in classrooms and around the school.

14. The personal development of pupils is very good. They have many opportunities to assume responsibility, which they do with commitment and pride. For example, representatives of each class throughout the school are members of the school council. They take their responsibilities very seriously when making decisions on behalf of the whole school. The oldest pupils act as mediators in the playground, helping in a very mature way to sort out any minor disagreement that might occur. In all classes, pupils are keen to act as monitors, helping the smooth running of the class. Pupils show a high degree of independence, and can organise and carry out tasks unaided. They use their initiative well, anticipating what needs to be done, for example, when pupils tidied up the information and communication technology suite so that it was ready for the next class.

15. The level of pupils' attendance continues to be good as it was at the last inspection. The attendance rate is above the national average, and the rate of unauthorised absence is below the national average for primary schools. Punctuality is good.

16. Pupils with special educational needs have the same very good attitudes to learning as their peers. They are generally well behaved and respond positively to the high expectations set by the staff. Pupils with special educational needs exhibited the few incidents of disruptive behaviour seen. Teachers are very sensitive to the needs of these pupils, and manage them very well to help them conform. When working in small groups, they show confidence to contribute to group discussions, are interested, and want to succeed. They join in all aspects of school life, and take responsibility when it is offered.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching overall is good. Teaching in the Foundation Stage is good and 30 per cent of lessons were judged to be very good. Teaching in Years 1 and 2 is basically sound, although there is a weakness that requires attention. Relative weaknesses in otherwise sound teaching tend to occur when there is insufficient challenge and a lack of focus. This was sometimes the case for pupils in Year 2 when there was too much consolidation of learning at the expense of moving pupils forward, especially for the higher attaining pupils. Teaching in Years 3 to 6 is good and more than 20 per cent of lessons were judged to be very good. There were several examples of very good and excellent teaching observed.

18. The best teaching was in English and mathematics for Years 3 to 6 and in the Foundation Stage for the youngest pupils. Music teaching was also very good. The teaching in science is sound. There was no subject where teaching was unsatisfactory and this represents a significant improvement since the last inspection. The use of information and communication technology was undeveloped in some areas and this represents a weakness in the teaching of some subjects. Literacy and numeracy are both taught well, particularly in Years 5 and 6, and the national strategies are used well to raise standards and increase pupils' progress in learning.

19. Teachers' knowledge and understanding of subject areas, and the teaching of basic skills are good. Planning is particularly effective in the Foundation Stage and for Years 3 to 6. The best teaching makes good use of what the pupils already know and builds on this learning. Typically the best teaching involves thorough planning and preparation. The learning intentions are made very clear to pupils; these often challenge them and make them think for themselves. Teachers use a wide range of resources and have developed a large number of different teaching activities. Relationships between teachers and pupils are good. Pupils' learning as a result is good in many lessons. Pupils with special educational needs make good progress as a result of supportive but challenging teaching. The school meets the needs of pupils with English as an additional language across the school. Teachers assess pupils' needs well and provide appropriate support for all pupils to access the learning planned by the teacher.

20. Some of the best teaching was seen in English, mathematics, music and in the Foundation Stage. In an excellent Year 5 lesson, the teacher very successfully linked all the various literacy strands together in the pupils' study of narrative poetry. The teacher evaluated the pupils' learning in order to inform her future planning and ensure good progress. In another very high quality lesson, a Year 4 mathematics teacher challenged pupils to think for themselves and apply the skills that they had learnt. Excellent planning and very good subject knowledge enabled pupils to consolidate previous learning, build on their skills and grasp the new learning by discussing their work in pairs. In the Foundation Stage, teachers create a positive atmosphere, establishing high expectations for behaviour and learning. Tasks are varied and stimulating, and keep children interested and enthusiastic. In music, pupils were reaching very high standards due to the enthusiasm and clarity of the teaching. Pupils use a wide range of instruments and can discuss their work confidently and enthusiastically.

21. Since the last inspection, there has been a significant improvement in teaching, particularly in Years 3 to 6 where 20 per cent of teaching was judged unsatisfactory last time. Teachers' subject knowledge has improved and their expectations are higher, except in some areas, such as for higher attaining pupils in Years 1 and 2. Expectations of higher attaining pupils in mathematics and science have improved for Years 3 to 6. Planning is now more detailed and consistent across the school. Identification of learning objectives is clearly understood by most teachers and key skills are now readily identified. Behaviour management in Years 5 and 6 is now good. Homework is consistently set and assessments are now more frequently used to inform future planning. These improvements have been achieved through a more specific focus on teaching in the school, single age classes in Years 3 to 6, the appointment of a Key Stage 2 co-ordinator to the school's senior management team, and regular classroom monitoring by the headteacher.

22. The teaching of pupils with special educational needs is good overall. Teachers and learning support assistants are developing good strategies to support these pupils in class and when withdrawn. Pupils' individual education plans are well focused on their needs. When withdrawn for literacy and numeracy support, pupils are taught well, following a rigorous programme matched to their needs. Consequently they make good progress. The support teacher knows her pupils well, and ensures that they make maximum gains in their

learning. She sets tasks that are within the pupils' grasp but that also offer appropriate challenges to develop learning.

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

23. The curriculum meets the statutory requirements of the National Curriculum, and the agreed syllabus for religious education. Overall, the curriculum provides a worthwhile range of opportunities. The youngest pupils in the Foundation Stage receive an appropriate curriculum based on the Early Learning Goals. The curriculum takes account of the National Literacy and National Numeracy Strategies in the basic skills. These strategies are effectively taught and standards in English and mathematics are improving as a result.

24. The relevance and range of learning opportunities provided for pupils throughout the school are good overall. In the Foundation Stage, the curriculum is well balanced and pupils receive a good, well-planned range of learning activities. These are presented to the children in such a way that they can learn effectively, and with enjoyment. The balance of learning opportunities for pupils between five and seven years old, however, is currently unsatisfactory due to the way that the curriculum is organised. The subjects of science, design and technology, history and geography are currently taught to pupils in different groups, managed in rotation through the week. This limits the opportunities for direct teaching of each subject to all pupils in the class. Pupils are also spending too much time working independently in unsupervised groups, or working with teaching assistants and parent helpers, who do not have sufficient guidance on how to assess pupils and feed this information back to the class teacher. The balance of the curriculum for pupils aged seven to eleven years is sound overall, but there is insufficient time allocated for geography and design and technology. Additional time has been allocated for focused support in English. This is used well, particularly for pupils aged seven to eleven years, to support focused teaching in the skills of spelling, handwriting, and to provide time for pupils to write at length. There are early signs that this strategy is making a positive impact on pupils' achievement.

25. The school provides a good range of extra-curricular activities for pupils, both at lunchtime and after school. The clubs cover a wide range of interests for all pupils and include sports, music and drama. The clubs are well attended and popular with pupils. They enhance the opportunities for all pupils. For example, the only requirement for joining the choir is enthusiasm and commitment.

26. The school has a clear policy for equal opportunities, which promotes positive attitudes to gender, ability, ethnicity and inclusion. These principles can clearly be seen in the behaviour and attitudes of pupils both in their work and in their positive relationships in the playground. However, the current arrangements for the organisation of teaching and the curriculum for pupils aged five to seven years in mixed age classes currently limits the learning opportunities of pupils, particularly for the higher attaining pupils in Year 2.

27. The school provides sound opportunities for personal, social and health education including sex education. There is a comprehensive policy that includes key aspects of the non-statutory guidance in the new National Curriculum. The school has set up a working party to develop appropriate curriculum guidelines to meet all aspects of the policy.

28. The personal development of pupils is greatly enhanced by the very good relationships evident between staff and pupils. This is strength of the school. The school provides very good opportunities for pupils' social and moral development. The recently revised behaviour policy was drawn up as a result of detailed consultation with the whole school community and provides very clear guidelines for managing pupil behaviour. This is used consistently and effectively throughout the school and results in very good behaviour by

pupils. Provision for the development of pupils' social behaviour is also very good. At playtime, there are very good systems in place for older pupils to support younger pupils. In lessons observed, good opportunities are provided for pupils to work together collaboratively. The school council also provides good opportunities for pupils to develop an awareness of citizenship.

29. The school provides soundly for spiritual development through acts of worship, religious education lessons and the teaching of the arts and science. However, in terms of collective worship, the school does not currently meet the spirit of statutory requirements, as some pupils are withdrawn for additional literacy support, although parents have given their permission.

30. Provision for pupils' cultural development is very good. The school successfully promotes a cultural dimension throughout the curriculum. For example, in art pupils study Aboriginal painting alongside the work of Picasso and Miro. There is a wide range of multi-cultural musical instruments and a wide compact disc collection of world music. Recently the school has established a link with a partner school in India, and a video conferencing link is being established with a school in Sweden. Pupils also make regular visits to local churches, places of interest and museums, and Year 6 pupils go on a residential visit to London to study elements of our own cultural heritage.

31. The school has very good links with the local community, which greatly enhance the curriculum. The curate regularly leads acts of collective worship. The local police, fire brigade and medical professionals are regular visitors to the school. The parents and local community strongly support the school, helping with many practical tasks, fundraising and providing regular and valued support for pupils in class. The school also takes its work out to the local community; for example, the school choir has sung at the local hospital and other community venues.

32. The school has developed sound links with other schools in the local area. Staff in the reception classes visit local playgroups as part of an induction programme into school for the youngest pupils.

33. All pupils receive the same learning opportunities as their peers, and are fully integrated into the life of the school. Individual pupils' difficulties are well met, ensuring that they all participate in all activities. As the school meets the needs of its special needs pupils well, no child is barred from any learning opportunity. The Code of Practice is well implemented, and all identified pupils have individual specific learning targets to help them overcome their difficulties. Pupils with English as an additional language receive an inclusive curriculum, which is well integrated into the planning for the whole class.

34. The school maintains good links with the secondary schools, and in-depth discussions take place with receiving schools, to ensure that the needs of specific pupils are recognised and met in the future.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school has comprehensive systems in place for the analysis of performance data, including baseline assessment for young pupils when they enter the school. All staff and governors are fully involved in this process; subject co-ordinators take a lead responsibility for their particular subject. The resulting information is used well to inform planning, and realistic and challenging targets are set for pupils. Core subject co-ordinators set up regular assessment tasks for pupils to undertake throughout the school. This provides teachers with a clear picture of the attainment of their pupils, and their areas of individual strength and weakness. This assessment information enables teachers to plan pupils' work well to match their learning needs. Pupils mainly have a clear view of how well they are doing and what they need to do to improve, through their own personal targets and regular marking and feedback provided by the teachers. Staff work well together across year groups and phases to agree the standards of pupils' work against National Curriculum levels. The progress of pupils with English as an additional language is monitored well, with the additional support of local education services if required. Procedures for assessment to assist in the teaching and learning of pupils have improved since the last inspection, especially for the oldest pupils in Years 5 and 6.

36. At the time of the last inspection, the use of assessment data to assist teachers' planning was a key issue. The school is currently reviewing assessment systems to ensure that they work harmoniously and consistently throughout the school. There is a good marking policy and some very good marking was seen in Year 6, but it is not yet consistently applied in all classes. The children have good personal folders and a record of achievement file which provide a good picture of how children develop through the school, both academically and personally.

37. The school has a caring ethos, where staff know the pupils well and provide a warm, supportive community. The parents who attended the parents' meeting and responded to the questionnaire share this view. This aspect has improved since the previous inspection where support, guidance and pupils' welfare were satisfactory. The school has taken steps to ensure that the school site is secure. Regular safety checks are carried out and suitable arrangements are in place for first aid. The school has a designated teacher for child protection, who has undertaken training and is familiar with the procedures. All staff have had in-service training to ensure that they are aware of the signs to note and what to do if they have any concerns. Good relationships exist with social services staff and the education welfare service. There are good systems in place to encourage attendance and follow up absences. All of this is similar to that found at the time of the last inspection.

38. The school is very successful in promoting good behaviour. The pupils know what is expected of them and show consideration for each other. All staff in the school consistently apply the behaviour policy. This policy is now due to be reviewed and as a first step it is to be discussed by the school council. Each week there is a celebration assembly where pupils display their work to the rest of the school. Pupils are proud to share their work and develop confidence in talking about what they have done. Parents are satisfied that any incidents of bullying are dealt with quickly and effectively. The management of pupils' behaviour, particularly for seven to eleven year olds, was an issue for improvement at the time of the last inspection.

39. Pupils with special educational needs are well cared for to ensure they are safe and secure. This particularly applies to pupils with physical difficulties. Their personal and academic progress are meticulously monitored and evaluated, and further targets identified to ensure progression of learning. Detailed records of pupils' achievements are kept and used to inform future planning. Good use is made of outside agencies to help teachers plan the most effective way of meeting pupils' needs. For example, a programme of exercises is

carried out in school to help a pupil's mobility, and these exercises are planned and monitored by the local physiotherapist. The school meets statutory requirements as outlined in pupils' statements of special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents who attended the parents' meeting and answered the questionnaire expressed very positive support for the school. Of the almost 40 per cent of parents who responded to the questionnaire, the overwhelming majority, over 90 per cent, were very happy with what the school is doing. Some parents expressed concerns about behaviour and bullying, and also the mixed year classes in Years 1 and 2. The inspection team found the behaviour to be good in the classrooms and around the school. Systems are in place to minimise bullying, and they are working well. The inspection team did agree to some extent with concerns about the organisation of the classes for five to seven year olds.

41. The school has very good links with parents. Regular, weekly newsletters are sent home. Parents' evenings are held to advise parents of the progress being made by their children. In addition, curriculum evenings are held; in particular there was praise for a mathematics event linked to the numeracy strategy. A homework diary provides the opportunity for dialogue between parents and the class teacher. The parents reported that class teachers were approachable and eager to help the children, even asking after older children who had now left the school. There are also good links between parents, staff and governors. Parents make a good contribution to their children's learning.

42. Annual reports are good in the core subjects of English, mathematics and science, which give the parents a clear picture of how their child has progressed over the year. Targets are set and there is a good summing up of the pupil's development over the year. However, progress is not clearly reported in the non-core subjects. The school values contact with the parents of pupils who have English as an additional language, and a translation service is available if required.

43. A large number of parents help in the classrooms, with certain projects and with trips out of school. There is an active School Association, which organises social and fund-raising events. The weekend before the inspection a number of parents came into the school to undertake their annual tidy-up of the school grounds. Overall, the impact of parents' involvement in the work of the school is very good. The positive picture presented in the last report has been maintained. Parents of pupils with special educational needs are involved at every stage of the Code of Practice. They support their children at home. They attend review meetings to discuss pupils' progress, and agree new targets for improvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. Overall, the leadership and management of the school are good. This is a marked improvement on findings of the last inspection in March 1999 where they were unsatisfactory overall. There is rigorous monitoring and evaluation of the standards pupils achieve, the quality of work they produce, and the quality of teaching across the school. The headteacher has been trained for observations in classrooms and the two key stage co-ordinators will shortly receive similar training to ensure there is a shared responsibility for monitoring across the whole school. The co-ordinators for literacy and numeracy have monitored well, and improvements are evident. For example, in mathematics, the pace of teaching and the quality of plenary discussions have improved as a result of such monitoring. The headteacher works closely with the co-ordinators for Years 1 and 2 and 3 to 6, and with the governors to ensure that there is a clear direction for its work. The senior management team is currently working hard to ensure there is continuity between year groups. In all it does, the school promotes high standards. There is a very good shared commitment by everyone to

improve, and the school now has very good capacity to sustain improvement. The school's aims are reflected throughout its work. They echo the school's vision for a caring and stimulating school where each child has pride in his/her achievements.

45. The newly qualified teacher is monitored regularly by her mentor who has received good training in the role. This has ensured that good progress in teaching is being made by the newly qualified teacher. The appraisal of teachers is well established throughout the school and there is a smooth transition to the new system of performance management. Teachers feel the appraisal targets are helping them to fulfil the role of subject co-ordinator well. This was a weakness at the time of the last inspection. Now, most staff with subject responsibilities lead their subject well.

46. Governors are fully involved in shaping the policies of the school. For example, they are working closely with the school on a self-evaluation framework to enable them to track the school's overall progress. Their individual interests are used well. For example, a governor with an interest in pupils who are gifted and talented, provided the research for the school's policy. Another governor designed the spreadsheet for the school to analyse its baseline data. Governors know the strengths and weaknesses of the school. The governors who chair the finance and staffing committees are very knowledgeable about the school's direction. They have long-term plans for the school's future development. Very close checks are kept on the cost effectiveness of spending decisions, and the best value principles are applied well in the school's management and use of resources. There is very good financial planning and control by the governors, headteacher and finance officer. Governors have taken advantage of training offered to increase their knowledge and confidence. They have a rigorous process for appointing staff. This has had a positive effect on improving the quality of teaching since the school was last inspected.

47. There are a large number of areas for development on the school development plan, but these are being managed appropriately. Some of the targets are not specific enough to enable progress to be tracked fully. For example, the target in literacy is to raise standards in English throughout the school. The purpose section of this priority does recognise there is a huge difference between attainment in reading and writing for eleven year olds but the target does not state the specific percentage rise in boys' writing to be achieved. However, there has been good action to achieve this target, such as introducing writing workshops, provision for additional literacy support, and a careful match of work to attainment in Years 3 to 6. Whole-school targets in literacy and numeracy are carefully calculated and are being met well.

48. The school is committed to meeting the needs of all pupils, although this is not achieved fully in Years 1 and 2 where the needs of higher attaining pupils are not always met. The educational inclusion policies of the school state its positive commitment to equal opportunities. Although a few pupils do not attend the acts of collective worship, parents have given permission for them to occasionally receive additional support in this time. The school is doing a great deal to reduce this missed opportunity but it could do more to ensure that the additional literacy support is received in the timetabled English lessons. Educational inclusive provision has been developed to provide wheelchair access to mobile classrooms. Care is needed to ensure the continuation of this provision when such pupils need to go upstairs in the main building. The special educational needs team of staff work well together identifying and providing for pupils requiring support. The needs of pupils with English as an additional language are met well. The school ensures they receive an outside assessment and then act upon the advice and support given. Teachers and support staff are very aware of the pupils who have special educational needs, and targets on their individual educational plans are well focused.

49. There is satisfactory use of information and communication technology for

administrative purposes but insufficient use yet across all subject areas. The confidence of staff is developing appropriately. They are shortly to receive their training under the latest government scheme from the co-ordinator. Specific funds allocated to the school for pupils with special educational needs are being spent well to support pupils in class and when withdrawn. Staff are matched well to the subjects they co-ordinate. This is particularly evident in mathematics and music where good subject knowledge ensures pupils achieve well. Support staff have received appropriate training, such as in special educational needs, information and communication technology and art. Resources for learning are good in most subjects, although they are very good in music and information and communication technology and satisfactory in design and technology, history and geography. Since the new building was added last year, providing additional classrooms, library, information and communication technology room, and special needs room, accommodation is now good. The new accommodation enabled the mixed age classes at the time of the last inspection, to become single aged in Years 3 to 6. This has had a major impact on the standards and quality of teaching. A factor of why achievement at Years 1 and 2 is currently not as good as it could be is the mixed age classes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(1) Ensure that the higher attainers in Years 1 and 2 are stretched more, by:

- providing them with more opportunities to undertake more challenging tasks.
(See paragraphs 2, 6, 8, 19, 26, 48, 63, 65, 69, 71, 73, 77 and 110.)

(2) Improve the organisation of the curriculum, by:

- providing more whole-class teaching in subjects other than English, mathematics and science in Years 1 and 2;
(See paragraphs 2 and 24.)
- providing more time for design and technology and for geography in Years 1 to 6;
(See paragraphs 1, 2, 10, 24, 84, 86, 87 and 88.)
- enabling all pupils to participate in all the assemblies.
(See paragraph 29.)

In addition to the key issues above, the following points for improvement should be considered for inclusion in the governors' action plan.

- Improve the use of information and communication technology across the curriculum.
(See paragraphs 9, 18, 49, 75 and 100.)
- Improve the quality of annual reports to parents in non-core subjects.
(See paragraph 42.)
- Ensure all targets in the school development plan are specific to enable progress to be tracked fully.
(See paragraph 47.)
- Ensure the marking policy is used consistently in English across the school.
(See paragraphs 36 and 65.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	11	52	31	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		312
Number of full-time pupils known to be eligible for free school meals		45

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register		87

English as an additional language	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
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 (1999)	24 (25)	19 (25)	43 (50)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19 (19)	20 (19)	19 (22)
	Girls	16 (21)	17 (22)	14 (23)
	Total	35 (40)	37 (41)	33 (45)
Percentage of pupils at NC level 2 or above	School	81 (80)	86 (82)	77 (90)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21 (18)	20 (21)	21 (19)
	Girls	16 (21)	17 (22)	17 (19)
	Total	37 (39)	37 (43)	38 (38)
Percentage of pupils at NC level 2 or above	School	86 (78)	86 (86)	88 (76)
	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 (1999)	15 (24)	24 (22)	39 (46)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11 (12)	13 (16)	13 (19)
	Girls	23 (20)	23 (20)	23 (22)
	Total	34 (32)	36 (36)	36 (41)
Percentage of pupils at NC level 4 or above	School	87 (70)	92 (78)	92 (89)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10 (10)	12 (15)	13 (17)
	Girls	22 (15)	23 (19)	23 (20)
	Total	32 (25)	35 (34)	36 (37)
Percentage of pupils at NC level 4 or above	School	82 (54)	90 (74)	92 (80)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	5
Indian	1
Pakistani	3
Bangladeshi	1
Chinese	1
White	258
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.5
Number of pupils per qualified teacher	22
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	180

FTE means full-time equivalent.

Financial information

Financial year	99/00
	£
Total income	552,825
Total expenditure	547,563
Expenditure per pupil	1,802
Balance brought forward from previous year	-245
Balance carried forward to next year	5,017

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	315
Number of questionnaires returned	121

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	0	0
My child is making good progress in school.	69	30	1	0	1
Behaviour in the school is good.	43	54	2	1	1
My child gets the right amount of work to do at home.	51	43	6	0	0
The teaching is good.	65	35	0	0	0
I am kept well informed about how my child is getting on.	51	44	4	1	0
I would feel comfortable about approaching the school with questions or a problem.	83	15	1	2	0
The school expects my child to work hard and achieve his or her best.	78	21	1	0	0
The school works closely with parents.	68	30	2	1	0
The school is well led and managed.	76	23	1	0	0
The school is helping my child become mature and responsible.	63	35	1	0	0
The school provides an interesting range of activities outside lessons.	48	43	5	1	3

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

50. The high standard of provision for pupils in the Foundation Stage has been maintained since the last inspection. There is now better outside play space, and there are plans to develop this further. Pupils can work outside in all but the worst weathers. This helps them to develop their physical skills such as balance and co-ordination. It also gives good opportunities for play. This helps them to develop their language skills, and to share, take turns, and help each other. Resources within the classrooms are now safely stored, and are easy for the pupils to reach. This helps them to choose what they need, and take responsibility for looking after their classroom. The Foundation Stage co-ordinator has worked with her colleagues to ensure activities leading towards the new Early Learning Goals are carefully planned. This ensures that pupils are taught their basic skills regularly, and also have good opportunities to work with their friends on activities which develop physical, creative and social skills well. Overall, the quality of teaching throughout the Foundation Stage is good.

51. Pupils enter the school with broadly average attainment. This is shown by the baseline assessment carried out in the first four weeks of school. This assessment shows that there is a wide range in the attainment of pupils coming into the reception classes. By the time they leave these classes, almost all the pupils will have achieved the Early Learning Goals, and about a quarter of them will have gone beyond this expected level. This good learning is the result of good teaching, careful assessment, and especially the atmosphere in classes. Pupils feel safe, and are happy. They have lots of self-confidence, and this helps them to try out new things, and attempt to answer hard questions without being afraid of being wrong. Support staff and parent helpers make a very good contribution to this work. Support given to pupils with special needs, and for those who speak English as an additional language, is especially good. This means that these pupils can join in with everything that goes on in the school, and can learn well.

Personal, social and emotional development

52. By the time they leave the reception classes, most pupils will have achieved the Early Learning Goals in this area. Pupils are taught how to sit quietly as part of a group, and to put up their hand to answer. They are shown where equipment and toys are kept, and are taught the rules for working and playing together. Because of careful teaching, they understand what is expected of them in school. They learn skills, which are being directly taught by their teacher, for example, reading together in literacy lessons. They can also practise their skills in a play situation, for example, writing a postcard in the play post office. Teachers make sure pupils know what behaviour is expected, and they are tactfully reminded when necessary. This helps pupils to understand what is right and wrong, and why. Pupils are very tolerant and supportive of each other, especially of pupils with special needs. This is because the adults in classrooms set them very good examples

Communication, language and literacy

53. Pupils enter the reception classes with a wide range of attainment in reading, writing, and speaking and listening. Because the teachers carefully match the work to attainment levels, all pupils learn a great deal in the year. This good achievement means that most pupils will reach the Early Learning Goals by the end of the year, and about a quarter will already be working beyond this level. Pupils in both classes are very good at discussing and organising without adult help. For example, whilst playing outside, they decide how they would get the pram up the steps, and who was going to mind the baby whilst the others were

'at work'. This is because adults take time to listen to the pupils, and demonstrate how to negotiate. This skill is also used when pupils work on a shared task, for example, sorting objects by their initial sound in literacy group work.

54. Teachers in both classes use the literacy framework well to teach basic skills in reading and writing. Teachers have an enthusiastic manner, and they plan lessons, which are interesting and exciting. Because they enjoy these sessions, pupils learn well. Most can recognise common words, and tackle unknown words by using clues in the picture, thinking what would make sense, and looking at the first sound of the word. Some higher attaining pupils can now write the beginning and end sounds of a word, and sometimes a middle sound in a longer word. Pupils can remember the sequence of a familiar story and the characters in it. For example, they can act out the story of the Gingerbread Man using soft toys. They know that the fox in the story was crafty, and that the little old man was 'naughty' when he opened the oven. Pupils are confident that they can write, and have lots of opportunities to write for themselves. They write lists and address letters in the play post office, and make their own books. Staff encourage children to have a love of books and to be confident with them. For example, two children shared a few quiet minutes sharing a floor book with the teacher, and confidently pointed out interesting parts to her.

Mathematical development

55. Teachers make good use of the National Numeracy Strategy, and because of the careful use of assessment, the work is well planned to meet the needs of all the pupils. Therefore, pupils achieve well. By the end of the year, most pupils will meet the Early Learning Goals. There are already some pupils working beyond this level in some aspects of mathematics, for example counting reliably to 10. Most can count the number of children in the class, and some will realise that someone is away if the number is smaller than usual. Pupils join in counting rhymes with confidence. They can count the number of objects in a set, and are beginning to understand that addition involves joining two groups together. Skills are carefully taught, and good opportunities are provided for pupils to use these skills in their own activities. Staff are very skilled in helping children to use the correct mathematical terms, for example, when describing the shapes they have made in playdough.

Knowledge and understanding of the world

56. Pupils attain well in this area. This is because they have the self-confidence to investigate, observe, and try out new ideas. There is much good work by teachers in developing language skills, so pupils are helped to ask questions and share their ideas with each other and with adults. For example, when discussing how to make a bed for Jess the cat, one child wanted the bed to hang up. Several others were able to make good, clear suggestions about how this could be done. Pupils can select what they need for a task because the classrooms are well organised and because classroom routines have been well taught. This means that they can get on without having to wait for an adult. They can build with construction kits, and can explain what their model can do. They talk about how some things change when put together, for example, when making coconut pyramids following a discussion about Sikh weddings. Teachers know the importance of allowing young children to use all their senses to explore new things. This was well demonstrated when a class was encouraged to handle, look through, and smell a beautiful sari length. Pupils have a good awareness of themselves and their own lives. They can talk about occasions which are special for them. Because of the strong support provided by parents, pupils will often bring in special items from home to add to these discussions, for example, a baptism candle.

Physical development

57. Most pupils are already meeting the Early Learning Goals in this area. There are some pupils with significant special needs who are unlikely to reach this standard. However, a strong feature of the school is the way in which these pupils are helped to take part in everything the others do. Teachers are very skilled at deciding when to help and when to let these children work on their own. This means that they are less likely to become over-dependent on others. Because classroom routines are established well, pupils understand that they need to leave a space when sitting in a group, and not to stand too close when lining up. They know that they should hold the door open if someone is behind them. In physical education lessons, teachers show pupils how to perform movements such as curling and stretching, and give extra help if needed. Pupils can jump from a low box and land safely, pull themselves along a bench, and balance. They have a good awareness of safety when moving equipment. In their outdoor play, most pupils are confident, and many show determination when mastering a new skill, for example walking on stilts.

Creative development

58. Most pupils in the reception classes are on track to meet or exceed the Early Learning Goals in this area. A particular strength is the very good 'pretend' play. Pupils take on another character, for example, the postman, and become absorbed in the role. Many children will change the way they speak to show that they are pretending to be someone else. Most pupils use scissors and glue carefully and accurately, and can make choices about which materials to use. Although little painting was observed during the inspection, the displays showed that most pupils have good awareness of the use of colour, and can mix colours together to produce a new colour. No music teaching was observed during the inspection, but the pupils join in with singing rhymes in the classroom with enthusiasm, and also enjoy singing during school assemblies.

ENGLISH

59. Standards in English have improved since the last inspection for both seven and eleven year olds. Results in the Year 2000 national tests for seven year olds show that there is a wide range of achievement across the year group. The percentage of pupils achieving below the national standards in both reading and writing was higher than the national average and the percentage of pupils achieving standards well above the national average was also higher than the national average. When the results are averaged overall, they show that pupils' performance in both reading and writing was above the national average for all schools, and in comparison with similar schools. The 2000 national test results for eleven year olds were above the national average, although only average standards were achieved at the higher than expected level. Overall, standards compared to all schools nationally and similar schools are average. Test results for both seven and eleven year olds have improved over the last two years. In 2000, there was a significant improvement above the national trend for seven year olds and well above the national trend for eleven year olds. The school exceeded the target set in English for eleven year olds. Test results over the last two years show that girls achieve slightly higher standards than boys at seven, with the gap widening between seven and eleven years when boys achieve below the national average for their age group. Inspection findings show that the standards of higher attaining boys are improving whereas those in the lower attaining groups reflect the test results. Pupils' competence in literacy is good.

60. The quality of teaching for pupils between five and seven is never less than satisfactory, and pupils are in line to achieve average standards in English. However, this represents a less than expected rate of achievement from the end of the Foundation Stage. Between seven and eleven years, pupils are in line to achieve above the national standards

by the time they leave the school; this can be linked directly to effective teaching. In the main, girls' attainment, particularly in writing, exceeds that of the boys. However, the school has recently developed effective strategies to address this issue, which are showing early signs of success. The majority of pupils identified as having special educational needs are boys. However, pupils with special educational needs receive good support and make good progress.

61. By the time pupils leave the school, they are in line to achieve national standards in the skills of speaking and listening. Pupils throughout the school listen very well to each other and to their teacher. They are mostly confident and eager to answer questions and participate in class discussions. For example, in a Year 3 class, pupils listened in rapt attention to the story of Theseus and the Minotaur. In response to a pupil miming a precise moment in the story, pupils asked relevant and probing questions, and listened very well to the responses. A significant minority of pupils are challenged by the meanings of words in the texts used for literacy. However, they respond well to good teaching that helps pupils to extend their vocabulary. In whole-class sessions, teachers have high expectations of pupils' language skills; they ask challenging, focused questions, give pupils sufficient time to think through the answers and respond. They frequently reflect back the answer given to the whole class in a way that all pupils can understand. Standards in speaking and listening have improved since the last inspection. This is particularly evident in the listening skills of the oldest pupils in the school, which were previously unsatisfactory, and are now very good.

62. By the time pupils leave the school, they are in line to achieve standards in reading which are above the national average. Pupils enjoy reading and make appropriate and deliberate choices from a wide range of books. They readily use and apply the skills they have learned in literacy lessons. For example, when using reference books, a Year 6 pupil explained correctly how he would skim and scan the text to find information. Pupils can investigate text with good analytical skills and evaluate techniques used by an author. For example, a Year 6 pupil identified that the choice of words helped to create suspense and quoted 'worms squiggling in my stomach'. In Year 2, pupils of all levels of attainment can read a text appropriately matched to their level of attainment with confidence and expression. Average and higher attaining pupils can read an unknown text, using a range of words they know by sight, and are also able to use appropriate strategies to work out more complex words. They answer simple questions about the story, and re-tell its key points. Pupils in Year 2 have well-developed skills in using information books. They explain the difference between fiction and non-fiction, use an index and explain the purpose of headings to locate information. Higher attaining pupils can use the alphabet to find words in an index. All pupils between five and seven have an appropriate knowledge of letter sounds, which they use to read unknown words. Opportunities for research are currently limited throughout the school, as the school library has recently been moved to a new room and the book stock is low. The school has comprehensive plans to develop the library facilities. Pupils identified with special educational needs receive good additional support for reading from learning support assistants. Teachers use the targets that are outlined in individual education plans well to support pupils' progress in reading.

63. In writing, pupils are in line to achieve above national standards by the time they leave the school. This represents good achievement for the majority of pupils. By the age of eleven, most pupils write very well. In literacy lessons, pupils are confident to apply the skills they have identified from reading a text to their own writing. This frequently results in work of a very high standard, especially in Years 5 and 6. For example, pupils in Year 5, when given a simple text, can work to improve the language by substituting words and adding descriptive detail to a high standard. Higher attaining pupils have a secure grasp of paragraphing and use a range of punctuation within sentences accurately. Pupils can apply their skills and knowledge of language in a sophisticated way when writing poetry. For example, Year 6 compiled a collection of poetry about growing old, and one pupil chose the following words for

deliberate effect, 'I will die a wonderful life'. By eleven, pupils present their work neatly using a well-formed, neat and fluent script. Standards in spelling are improving due to a well-structured programme linked to homework. Pupils in Year 2 identify the characteristics of particular genres, such as poetry and information texts, which they can apply to their writing. Standards in writing of the higher attainers in Year 2 are frequently below expected levels, due to a lack of challenge in tasks set when they work alone. Pupils can spell simple words accurately and use their knowledge of sounds well to support their spelling. Standards of handwriting are good, and some Year 2 pupils are beginning to write in a cursive style with some fluency. In the main, the pupils' achievements in English parallel the quality of teaching.

64. Teaching is good across the school. All lessons seen were satisfactory or better. Three quarters of the lessons observed were at least good, and almost half the lessons seen were very good or excellent. Teachers across the school have a good knowledge of how to teach literacy. There are good links made in lessons between reading and writing, particularly in the classes for seven to eleven year olds, where teachers' lesson plans have a clear and specific focus. Imaginative texts are used, which interest and inspire both boys and girls in their writing. For example, in Year 5, pupils were keen to write imaginatively on the theme of the poem 'The Highwayman'. Teachers make sure that pupils know what they are expected to learn and how this links to what they have learned before. Teachers have high expectations of pupils to use the correct terminology for language; for example, pupils in Year 3 can discuss whether to tell a story in the first or third person. Teachers use a good range of examples to demonstrate the main teaching points to deepen pupils' understanding. A key feature of very successful lessons is the way in which teachers provide a wide range of support and time to prepare aspects of writing to enable all pupils to achieve the lesson intention. For example, pupils in a Year 4 class were given time to create effective adjectival phrases, which they could later use in descriptive writing about an imaginary world. The end of the literacy sessions are used effectively to encourage pupils to identify what they have learned and to encourage them to think about what they need to learn next.

65. Pupils are making good progress as a result of having personal targets linked to National Curriculum levels, which they use well to improve their work. However, the targets too frequently refer to the technical aspects of writing, and do not often relate to the purpose and organisation of writing. There are very good examples of detailed marking, in which pupils are given feedback on what they have done well and how they can improve their work. However, the marking policy is not always consistently applied across the school. In a few lessons, teachers' planning is not sufficiently matched to the varied needs of all pupils in the class. This results in a lack of challenge for the higher attainers or in work that is too difficult for a particular group of pupils. This applies particularly in the teaching of mixed age classes. Pupils with special educational needs have detailed action plans, which are followed carefully and this results in good teaching, which is well focused to meet individual needs.

66. The literacy co-ordinator has provided good leadership and management of literacy, and the school has made good progress since the last inspection, successfully addressing all the issues relating to English. Appropriate priorities have been identified for the coming year to raise standards further. The co-ordinator undertakes a thorough programme of monitoring and evaluation and provides useful feedback to staff. She also analyses data effectively to target time and resources. For example, additional time for English is used well for seven eleven year olds to raise standards in writing. However, this is less successfully used for younger pupils. The co-ordinator has also established an effective on going programme of whole-school assessment tasks. These are used very well both for monitoring individual progress and for staff to moderate and agree standards. The co-ordinator has produced a wide range of targeted resources, which are used very effectively to match the specific learning objectives outlined in the National Literacy Strategy.

MATHEMATICS

67. Standards in mathematics for eleven year olds have improved dramatically since the last inspection in March 1999, and are now above average. Pupils achieve very well in all aspects of the subject. Results in the 2000 national tests for eleven year olds showed that standards were above the national average and those in similar schools. Over the last two years, there has been an upward trend in standards for eleven year olds. Whole-school targets are challenging and being achieved. Standards are above average for eleven year olds because there is good, and often very good, quality teaching in these classes, particularly in Years 5 and 6. The National Numeracy Strategy is well established and is taught well.

68. By the age of eleven, girls achieve higher standards than boys. The school has recognised this and supports boys well both in the lower attaining sets in the classrooms, and when giving them help when withdrawing them. Pupils with special educational needs, and for those with English as an additional language, are supported well and make good progress. Their needs are carefully identified on individual education plans, and closely focused support ensures they make good progress with developing numeracy skills. The rate of achievement for all pupils in Years 5 and 6 is rapid. Higher attaining pupils are challenged by the tasks and are helped by teachers to build on previously acquired skills. Pupils of average attainment also do well, as the work is matched to their attainment. The school has identified the pupils who are gifted and talented in Years 3 to 6 and their needs are met appropriately by the challenging work set.

69. By the age of seven, pupils attain the standards expected for their age. This is a similar picture to that found at the time of the last inspection. The 2000 national test results showed below average standards, although at the higher than expected level, the proportion of pupils was well above the national average. When the results are averaged overall, they show that pupils' performance in mathematics was in line with the national average for all schools and similar schools. This reflects the nature of the current Year 3 group of pupils where there is a wide spread of attainment. But standards are not as high as they could be given the good rate of progress children make in the Foundation Stage. Teachers do not expect enough of higher attaining pupils, who underachieve. There is too much consolidation of number skills where pupils are already secure, at the expense of introducing new work.

70. By the age of eleven, pupils can decide where it is best to use written and mental calculations in their mathematical problem solving. They draw good conclusions about their methods of working and explain their reasoning well. They use their knowledge of partitioning numbers to calculate the multiplication of 2, two-digit numbers. Pupils are skilful at using what they know to calculate what they need to find out. This was seen in a very good Year 5 lesson, where pupils used their knowledge of 63×4 to work out 63×24 . Pupils achieve so well because the teachers ensure they work at full stretch. Pupils are constantly involved in thinking about and working out complex calculations. This was seen in a Year 6 class, where pupils were working on a real life problem of costing the school trip. Pupils have a good understanding of place value and use this well when dividing decimals by 10. In an excellent Year 4 lesson, pupils could add negative numbers with confidence and even the lower attainers were making good progress with adding two two-digit numbers mentally. Pupils are confident when adding 9 to another number and their speed when working mentally is good. In their work on shape they know the language associated with angles. Evidence in their mathematics books shows their standards in data handling are above average. They can work out the mean, mode and median of numbers.

71. By the age of seven, pupils are not achieving as well as they could during the whole-class mental mathematics sessions. This is because higher attainers find some of the number work too easy. In these mixed Year 1 and 2 classes, teachers find it hard to meet the needs of all pupils effectively. In some of the work seen, higher attaining pupils were

adding in fives and tens and recording their answers in number strings. These pupils could already do this accurately when working mentally and became bored with their work. Pupils' knowledge of mathematical vocabulary is good. For average and higher attainers, their mental recall of addition and subtraction up to 10 is satisfactory, and they are developing their understanding of the place value of numbers up to 100. Most can check the accuracy of their answers when using a number square, but some pupils struggle to remember that eleven follows 10 on the square and not 20. When lower attaining pupils are supported directly by teaching assistants, they make good progress, such as in the lesson on recognising the symbols for more than or less than.

72. Teaching is mainly good in Years 3 to 6 and this has a positive effect on standards. Over half of the teaching seen was very good and there were no unsatisfactory lessons. In Year 3, there is good quality teaching because instructions are clear, teachers model the learning, and pupils are appropriately challenged. This is important because there is a huge variety in pupils' attainment in this year group. In Year 4, teaching varies from satisfactory to excellent, but it is good overall. High quality teaching is seen where mental calculation sessions skilfully meet the needs of all pupils. This results in higher attaining pupils confidently dealing with large numbers. As the lesson progresses it builds on pupils' skills and enables them to grasp new learning well. In this way, pupils use what they know to find out what they need to know. A valuable part of teaching is that pupils know the learning objectives and understand what they need to do to progress through the levels of the National Curriculum. In Years 5 and 6, the quality of teaching is consistently very good. Teachers provide challenging work, and the wide variety of methods in use, such as hot spotting multiplication tables, inspires pupils. In a very good Year 6 lesson, the teacher expected the pupils to set their own targets for working and set time limits for the completion of activities. In this way pupils are taking responsibility for their own learning well. Although the pace of learning is good overall, there are times in some of the Year 5 lessons when it is too quick for lower attaining pupils to grasp the learning.

73. Teaching is satisfactory in Years 1 and 2 and there were no unsatisfactory lessons. A good feature is that learning intentions are shared at the start of lessons, and the plenary discussion at the end reflects appropriately on what has been achieved. In one lesson, pupils were encouraged to think and learn for themselves during the mental mathematics, and the teacher expected them to give reasons for and develop their answers. However in all lessons learning is not sufficiently challenging for all pupils, particularly the higher attainers, and this leads to underachievement. There is too much consolidation of learning at the expense of moving pupils forward, and this means that for higher attainers, they are not making as much progress as they can.

74. Pupils' attitudes to their learning across the school are generally good. This has a positive effect on their performance. In Years 3 to 6, they confidently volunteer answers and work out calculations at the whiteboard. They are willing to have a go at answers and feel safe to do so in the supportive classroom environment. They work well collaboratively and independently and enjoy their mathematics work. In Years 1 and 2, not all pupils are confident when choosing the appropriate operation, when solving addition and subtraction problems. When tasks are too easy, they lose concentration. However, they listen well and their behaviour in lessons is good.

75. Pupils' competence in numeracy across the school is generally good. There is some use of spreadsheets seen in the work in Year 6 to aid calculations, and in Year 5, but overall the use of information and communication technology is not a strong feature of the subject. Pupils use mathematics to help learning in other subjects, such as when measuring accurately for kite-making in design and technology, and when sorting objects in science.

76. The management of mathematics is good. In-service training for the whole school

has been particularly effective. The co-ordinator has a firm grip on where the strengths and weaknesses are, and carefully targeted monitoring has ensured good progress is being made. The systems for assessing pupils' progress are effective. Tasks are designed to test objectives covered in the term and there is good use of non-statutory national tests. Through these, pupils' progress is tracked throughout the school effectively.

SCIENCE

77. The quality of teaching and learning in science has improved since the last inspection. It is now satisfactory throughout the school, and at times, good. Pupils are mostly achieving as well as they could, although higher attaining pupils are not always challenged sufficiently. Inspection findings show standards are in line with those expected nationally for seven and eleven year olds. Results in the 2000 national tests for eleven year olds, showed that standards were in line with the national average and those in similar schools. Over the last two years, there has been an upward trend in standards for eleven year olds. Results of the 2000 teacher assessment in science show standards are average for seven year olds. Some pupils achieve better than would be expected, as a result of good teaching; for example, pupils in Year 1 can sort materials into natural and man-made groups. They can describe what these materials are like, and talk about similarities and differences. This work is of a standard normally expected of a Year 2 pupil.

78. The subject leader has played a key role in this improvement. She has organised training for staff to improve their knowledge and confidence. She has developed a new policy, and made sure that the scheme of work is used consistently throughout the school. She regularly looks at teachers' planning to make sure the purpose of each lesson is clear. She has put in place very good procedures for checking how well pupils are doing. Each pupil has a 'special' science book, which is used towards the end of each unit of work to check how well they have learnt that unit.

79. Overall, the quality of teaching is always at least sound and at times good; this has a positive effect on pupils' learning. Where teaching is good, teachers are clear about what pupils need to learn. Pupils who need extra help are identified and harder work is prepared for the higher attaining pupils. For example, in a Year 6 lesson, most pupils were thinking of simple food chains, while the higher attainers were drawing more complex food webs. Teachers use careful questioning during the lesson to check that pupils understand the work, so that help can be given if needed. At the end of the lesson, teachers carefully review how much pupils have learned. They use this information when planning subsequent lessons. In the good lessons seen, teachers made good use of posters, diagrams and charts to keep pupils interested. Throughout the school, pupils enjoy science and work hard in lessons. They behave very well, and teachers give tactful reminders to pupils whose behaviour is less good. Pupils take a pride in their science work, and are keen to do their best. The school provides good opportunities for pupils to extend their knowledge and understanding in science through environmental projects, tree planting, and local visits.

ART AND DESIGN

80. Only a few art lessons were observed during the inspection, so other evidence was gathered from close examination of pupils' work around the school, talking to pupils, looking at photographs of recently completed work, and examining teachers' planning. This shows the standard of attainment of pupils in Years 3 to 6 is at least in line with that expected for their age. Many pupils in Years 5 and 6 exceed this. In Year 5, they produce work of the highest quality in their sketchbooks. This good achievement is the result of the challenging activities offered to pupils, and the progressive development of their knowledge and understanding throughout the school. No art lessons were seen in Years 1 and 2 during the inspection. The work displayed around the school and discussions with the pupils show that they can mix paints and use them effectively when creating pictures. They can print using cogs and wheels, weave materials onto a straw frame to make stars, and use different materials to make a collage of the story of Rama and Sita. Standards in Years 1 and 2 are in line with age related expectations. Overall, the standards have improved since the last inspection.

81. The teaching in Years 3 to 6 builds on pupils' endeavours to do their best. They achieve well when they work carefully and take great pride in their work. They make good use of sketchbooks to practise and develop their skills and to collect ideas and images that will help them. By the time they are in Year 6, pupils judge what they like and dislike and use this awareness in their own work. They discuss whether the work of Miro is real art or not and then try to work in a similar style.

82. As there was no art teaching in Years 1 and 2 during the inspection, it is not possible to make a judgement about the quality of teaching of those year groups, but the teaching of the seven to eleven year olds is never less than satisfactory and often good. As a result, pupils achieve well. This is much improved since the last inspection when some of the teaching in this age group was found to be unsatisfactory. Teachers build on pupils' skills and techniques learnt when they were younger and further develop their confidence and interest. Teachers plan for the pupils' learning thoroughly. This gives lessons a real sense of purpose. A very good selection of Miro prints in Year 6 and Monet prints in Year 4 help the teachers question pupils about how they might approach their work using their new knowledge about techniques the artists used. Year 4 work hard with pastels to blend colours for different effects very successfully, and Year 6 draw everyday objects and try to distort the image. Teachers help pupils by asking them what they think about their work and this prompts improvements. They work purposefully and take a pride in their achievements.

83. The joint co-ordinators give enthusiastic and knowledgeable support to colleagues and provide effective leadership and vision for the development of art in the school. The scheme of work has recently been reviewed and the curriculum is planned satisfactorily. Pupils throughout the school have a broad range of experiences to develop their skills knowledge and understanding, and the school has the resources to support pupils' learning well. Pupils study the work of famous artists and the art of other cultures. Year 5 pupils paint pictures inspired by contemporary Aboriginal art producing work of a high standard. Pupils do not work on a large scale. The co-ordinators monitor teachers' planning regularly to ensure that breadth and balance of experience are maintained. To help them monitor standards, all completed displayed work is photographed and records kept. They are currently developing progression in skills guidelines to assist teachers. One feature, much improved in the school since the last inspection, is the way pupils' work is displayed. There is now a consistent approach to the standard of presentation.

DESIGN AND TECHNOLOGY

84. Only two lessons were seen in Years 1 and 2 during the inspection, and no lessons in Years 3 to 6. This is because curriculum time is blocked with art, and art was being taught to the older pupils. Attainment at the age of seven is average, as it was at the time of the last inspection. By seven, pupils design and make machines using recycled materials, and the finished models have a reasonable resemblance to the plans. Pupils use simple tools effectively, identify what materials they will use, and describe how the machine works. By eleven, there is limited evidence available, and no portfolio of photographs of past pupils' work. However, the work seen was generally at the required standard. Pupils in Year 5 design and make kites with a good degree of finish, and test and refine them to improve the way they fly. Pupils' designs show clear step-by-step instructions, and identify the equipment and materials required. They evaluate their products, and are beginning to suggest improvements. This ability to appraise their own work is an improvement since the last inspection. However, scrutiny of teachers' planning, and talking to pupils, suggest that the range of learning opportunities and activities is still too narrow. The range of tools that pupils use is unsatisfactory. There is insufficient use of tools such as saws, hammers, and drills, and a lack of opportunities for pupils to make frameworks for working models. There is insufficient use of mechanisms to enable things to move in various ways. Pupils do not use electrical circuits to provide working results. The limited opportunities given to pupils to develop skills have a negative impact on their learning. This was the position at the time of the last report, and insufficient progress has been made.

85. Pupils by the age of seven make satisfactory progress. As their designing skills develop, they become more aware of what will and won't work. They work well independently, and choose their own materials. They show pride in their finished models, and enjoy the tasks set. These mature attitudes have a positive impact on their learning. During discussion with pupils in Years 3 to 6, they showed satisfactory knowledge of the work they had done and the skills used. For example, they appreciate how important it is to measure and cut accurately when making their kites. Pupils in Year 4 make money containers, and use stitching effectively to join fabric. They test them to see if they hold money, and suggest improvements. Pupils in Year 6 use paper and card to make an Anderson Shelter linked with their history work, but the skills required for this activity were not sufficiently challenging. They also design a cross-stitch pattern on squared paper, and very effectively stitch the design, with skilful use of very small cross-stitches, showing a good degree of skill. However, overall, pupils in Years 3 to 6 make insufficient progress in the development of their skills, as they have too few opportunities to practise or enhance them, and so achievement of the oldest pupils is unsatisfactory. Although they do three projects in a year, they are not given opportunities to do small, focused tasks to learn new skills.

86. No judgements can be made on the quality of teaching, as, in the two lessons observed, pupils in Years 1 and 2 were working independently in groups with no teacher input. Teachers mostly plan their lessons using a commercial scheme of work, which helps them to identify exactly what pupils should learn during a particular project, but, as at the last inspection, activities do not ensure that skills are systematically developed. There is too much flexibility in the way teachers interpret the tasks suggested, so there is an unsatisfactory progression of challenge throughout the school. The allocation of curriculum time does not allow pupils to develop a full range of skills. The co-ordinator has had no opportunities to monitor teaching and learning in the subject, and has no clear overview of the subject to judge whether pupils' learning is sufficiently developed as they become older. The weaknesses highlighted in the last report have not been resolved.

GEOGRAPHY

87. Very little teaching took place during the week of the inspection. Judgements are based on one lesson, discussions with pupils and staff and a scrutiny of pupils' work in Years 3 to 6. Standards in geography have improved since the last inspection and are now broadly in line with national expectations for Years 3 to 6. Due to a lack of evidence, no judgement can be made about standards in Years 1 and 2. Pupils of all abilities, including those with special educational needs, make sound progress.

88. Year 5 pupils are completing some good investigations into the changes going on in the centre of Bristol. They have completed questionnaires and written letters to local businesses. They use secondary sources to answer questions about how to improve the environment. Higher attaining Year 5 pupils comment on different management plans for the city centre. Lower attaining pupils write captions for photographs showing environmental problems in the city centre. Most Year 5 pupils can use a simple database to complete a pie graph or bar chart to present their findings from the enquiry. Year 5 and 6 pupils can use six figure grid references and Ordnance Survey map symbols to locate information. Average attainers in Year 6, describe and compare features on historical maps. It was not possible to observe Year 6 pupils being taught. At present, Year 6 pupils have yet to complete any geographical topics. This represents a break in their geographical learning and makes it difficult for them to develop the full range of place knowledge.

89. Year 4 pupils successfully use a contents page and index to find places in an atlas. They show an awareness of how places might be similar or different from each other and the higher attaining pupils can explain why. Lower attaining pupils are beginning to use appropriate geographical vocabulary. Year 3 can draw a simple map of the local area. Pupils in Year 3 give their own opinions on the environment and their views on how to improve the school environment. Most Year 3 pupils explain the ways in which we can recycle resources and save energy following their visit to a local eco-centre. They have produced some good posters and 'postcards' explaining how to save energy and recycle materials. In their study of settlements, higher attaining pupils explain the factors which cause people to move away from where they live.

90. Only one lesson was observed during the week of inspection. Teaching was judged to be good during this lesson and sound overall, based on teachers' planning and the evidence from pupils' work. In the lesson observed, good links were made to previous learning. The teacher used good questions to probe pupils' understanding of the water cycle. A brisk pace was maintained throughout the lesson and the pupils who were struggling with the task were well supported by the teacher.

91. There has been an improvement in standards since the last inspection due to sound co-ordination of the subject. There is now some good work appearing, particularly in Years 3 and 5. Further work is planned in Year 6 but this has yet to be completed.

HISTORY

92. The standards being achieved by the oldest pupils in Year 6 are in line with national expectations. Standards of work being achieved by pupils in Years 1 and 2 are also in line with national expectations. All pupils, including those with special educational needs, are reaching appropriate standards of work.

93. Pupils in Year 6 are reaching a sound standard in their knowledge and understanding of the Second World War, and in particular, the people and events connected with the Blitz. They have written some very thoughtful and moving accounts of life during the period, and events during the twentieth century, such as the Jarrow March. Pupils of all levels of

attainment can interpret photographs, and lower attaining pupils write appropriate captions for historical photographs. Higher attaining Year 6 pupils are writing extended letters describing the Jarrow marches, and pupils are extending their literacy skills through diary writing and newspaper style reports of the Second World War. Pupils know what primary and secondary sources are and can use a variety of artefacts in Year 5 to study the Tudor period. Pupils in Year 5 are developing good observational skills and can pick up clues from music and film. All pupils are aware of the main events and people of Tudor times, and higher attaining Year 5 pupils can complete extended accounts of the Tudor period. They give their own views on the actions of Henry V111 and the consequences for the Church in England. Pupils in Year 5 use their literacy strategies to research information on Elizabeth 1. Pupils in Years 1 and 2 sequence a series of pictures about a famous inventor and write short descriptive sentences to illustrate the main events in a story. Higher attaining pupils recall names of people and reasons for inventions in the past.

94. The teaching of history is sound overall. In Years 1 and 2, teachers are encouraging pupils to ask historical questions about famous inventors and explain how we find out about the past. Teachers explain tasks clearly and provide suitable resources for pupils to sequence a series of events in a story. Because the pupils work in groups on a range of subjects, teachers are not always able to respond to questions immediately and this hinders their progress.

95. In Year 5, two good lessons were observed where teachers provided a good range of resources for pupils to research in Tudor times. Teachers go to considerable trouble to collect artefacts, film clips, music and written sources of evidence. Teachers use a good range of questions and support individual pupils well. There was a brisk pace to the learning, and some stimulating display material which pupils can use. Co-ordination of the subject is effective and monitoring of pupils' work has begun. Since the last inspection, the range of teaching and learning activities has increased, and the school is now making good use of visits and visitors to enhance the history curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

96. Standards of attainment for seven and eleven year olds have improved substantially since the last inspection, and are now in line to meet national expectations. In the last inspection, standards were judged to be below expected levels, and this was a key issue for improvement. The school has recently invested considerable resources in providing the pupils with an ample number of computers and appropriate software, and has achieved considerable success in a short time in raising standards. All classes enjoy whole-class lessons in a purpose-built computer suite where skills are systematically developed. The hard work of the subject co-ordinator, headteacher and staff, and the commitment and support of the governing body, are all major factors in the considerable improvement achieved.

97. By the age of seven, pupils can 'log on' themselves, and use the keyboard to type in text, using the space bar correctly. They change lower case letters to capitals, and eliminate any mistakes by using the arrow keys and backspace. At the end of the lesson, they can 'log off' and shut down their machines independently. The keyboard skills of pupils in Year 1 are not so well developed, and they often have to search for the correct letter. Pupils in Years 1 and 2 can program a 'Roamer' to travel along a given path, and they make satisfactory progress overall in this subject.

98. The basic word processing skills learned in Years 1 and 2 are developed elsewhere in the school. Pupils in Year 3 learn to change the size, colour and style of fonts to create different effects to enhance the presentation of their work. By the age of eleven, pupils access their own programs independently, save and print their own work, and efficiently

close down their machines. Year 6 pupils enter data onto a spreadsheet, and use formulae to help them with their calculations. Pupils use e-mail to communicate with other schools, both at home and abroad. All pupils have very positive attitudes to the subject, enjoy their lessons and are very keen to learn. These positive attitudes contribute to the improved standards. As pupils become more confident they make more rapid progress, and pupils' achievement by the time they are eleven is good in all the areas of the subject. Pupils with special educational needs take a full part in all lessons, are well supported by the teacher and their peers, and make good progress.

99. The quality of teaching in Years 1 and 2 is satisfactory. In Years 3 to 6, it is always good. This is an improvement since the last inspection, where there was an occasional good lesson. Teachers generally have secure subject knowledge. Lessons are well planned, giving a clear indication of what pupils are expected to learn. Good use is made of the new computer suite, and pupils are given good opportunities to practise their skills so that they become confident and independent. For example, pupils in Year 5 were set a probing task to complete in a given time, where they had to apply previously learnt skills to access an appropriate website to find information about Tudor architecture. In this lesson, pupils were given rewards for tasks successfully completed, which spurred them on to succeed. The good learning opportunities ensured maximum learning took place for all levels of attainment. In Years 1 and 2, where classes have a mixed age range, higher attaining pupils are often not appropriately stretched, as pupils are given more of the same to do rather than an additional challenge to enhance their skills. These mixed-age classes are relatively large and a lot of the younger pupils need reassurance. This results in pupils having to wait for attention while the teacher circulates. This has a negative impact on learning, as time is not effectively used.

100. The co-ordinator has worked hard to ensure that staff are confident and competent to use the suite which has only been in operation about six weeks. Staff confidence and expertise is growing quickly, and teaching and support staff are keen to extend their skills further. There are good structured subject guidelines to help teachers with their planning, and this is having a positive impact on the systematic development of skills. Assessment procedures have also improved since the last report, and an effective assessment booklet has recently been introduced which gives a clear picture of the skills pupils have mastered. This helps teachers plan future lessons. This booklet is a useful tool for monitoring pupils' progress. The co-ordinator has started to assemble a portfolio of samples of pupils' work to help teachers assess the level of attainment, but this has to be completed to include work in the higher levels. The school has developed its own website, which is used by parents and pupils. Resources for the subject are now very good, which is an improvement since the last inspection. The very good range of software now ensures that all areas of the subject are successfully taught. The range of learning opportunities has therefore improved since the last inspection. Although skills are systematically developed in information and communication technology lessons, they are not being used sufficiently across the curriculum.

MUSIC

101. Few music lessons were seen during the inspection, but evidence from discussion with pupils, observing extra-curricular activities, and examining teachers' planning, shows that by the time many pupils reach eleven their attainment is above that which might be expected for their age. The standard of singing in all age groups is very high. The 70-strong choir led by the co-ordinator is outstanding. Pupils sing in two and three-part harmony. They have an extensive repertoire that includes songs from other cultures and times. They are recognised locally for their excellence and are invited to sing at area events, most recently at the opening of the children's ward at Southmead Hospital. The choir is open to all pupils, including those with special educational needs, in Years 3 to 6. Pupils in Years 1 and 2 can

play percussion instruments to create loud and soft sounds and can name several instruments correctly. They use their voices in the same way when singing songs and creating sound effects. They sing in unison, and start and stop instantly, on a signal from the teacher.

102. Pupils enjoy music and musical activities, particularly singing. They enjoy the performances of their peers. Pupils throughout the school are well behaved, work well with each other and become thoroughly involved in lessons. These positive attitudes help many pupils achieve standards that are above average by the time they leave the school. Many pupils take part in the good range of extra-curricular activities and benefit from the peripatetic provision for the teaching of brass instruments.

103. The quality of teaching and learning throughout the school is good overall and excellent in Year 5. This is an improvement since the last inspection when the teaching was found to be generally satisfactory. Music is taught by the co-ordinator who is a music specialist and by the class teachers. Music teaching throughout the school is enthusiastic and highly motivating. Many of the teachers have secure subject knowledge and understand how to develop musical skills and provide challenge to extend pupils' creative abilities. Teachers are clear about what they want pupils to learn and structure lessons well. They introduce a variety of activities that maintain pupils' interest and help them improve their skills and understanding. Children throughout the school are encouraged to create or improvise music and comment on their performance. Pupils in Year 5, chose appropriate instruments and work in groups to create sound bites inspired by the poem 'The Highwayman', very effectively. The teacher's skilful intervention enables pupils to make further improvement. The teacher gives the pupils in Years 1 and 2 time to practise what they have learnt and suggests ways they can improve.

104. The newly purchased musical instruments and recorded music enable pupils to study music from other cultures and times and develop deeper knowledge and understanding of music making. Music is highly valued by the school and parents. Pupils' achievements are celebrated and enjoyed by all in assemblies, presentations and concerts.

105. Music is very well managed. The co-ordinator leads by example and has re-written the scheme of work to enable continuity for pupils in acquiring musical knowledge from reception to Year 6. This planning provides very good support for teachers to plan their lessons. The co-ordinator monitors teachers' planning to ensure that a breadth and balance of experiences are maintained for all pupils. The recently introduced recording of class achievement at the end of each unit of work is giving all the teachers a better understanding of what the pupils can do and the standards reached.

PHYSICAL EDUCATION

106. By the time pupils leave the school, standards are broadly in line with national expectations. All pupils can swim at least 25 metres when they leave, with many achieving much more. Standards of the younger pupils are average, although they too exceed the expectations in swimming. This is much the same as at the last inspection. There is no difference in standards for boys and girls. The school helps pupils who have special educational need to access all aspects of the curriculum through focused support and good planning. Since the last inspection, the school has improved the quality of games equipment by purchasing new balls of varying shapes and sizes. The equipment for gymnastics is adequate and well cared for, although some of the mats are old, and there are not enough benches. The outdoor space is good. Achievement is satisfactory. Pupils throughout the school understand the importance of warming up the body before exercise and practising skills to improve what they can do. Teachers encourage pupils in Years 1 and 2 to repeat movements so they can make a 'machine dance' more effective. Pupils enjoy the

lessons and generally sustain high levels of effort. Pupils co-operate well in pairs and groups and are ready to watch appreciatively when others demonstrate. They endeavour to do their best and work to improve their skills well.

107. The quality of teaching and learning throughout the school is good overall, with some excellent teaching for the youngest pupils. This is an improvement since the last inspection when the teaching of the older pupils was found to be satisfactory. The good teaching results in pupils having a positive attitude and behaving well in their physical education lessons. Teachers plan and structure lessons well and make clear to pupils what they will learn. They make the link between the importance of exercise and good health, which the pupils understand. In Year 6, pupils take responsibility for their own warm-up and use an appropriate range of movements. As they work, teachers talk to pupils and suggest ways they can improve. This enables pupils to practise and improve immediately. Most teachers challenge pupils well to refine their movements in dance and gymnastic lessons and this maintains a high level of interest. A strong feature of teaching in the school is the emphasis teachers place on pupils watching each other at work and helping each other improve. This is a strategy that all the teachers use, although in a Year 3 gymnastics lesson pupils did not always focus on what to look for. Pupils are given responsibility for equipment, and they are taught to carry this safely. The teaching of pupils with special educational needs is good. The barriers to their learning are removed because of careful planning and the very good support of classroom assistants.

108. The co-ordinator is enthusiastic and has a secure picture of the quality of provision in the subject and good plans for further improvement when the subject has a whole-school focus in the summer of 2001. A recently purchased scheme of work is making a good contribution to progression in learning in all aspects of the physical education curriculum. It supports teachers' planning and includes an assessment procedure to track progress throughout the school in the development of skills. This is an improvement since the last inspection. The school offers a range of extra-curricular activities, including netball and juggling for all pupils in Year 6. The gymnastics and football clubs are open to all ages and are taught by specialist coaches and a fee is charged. The school holds a sports day and swimming gala annually. Pupils take part in local sporting competitions. Last year, the school won the area netball and tag rugby tournaments.

RELIGIOUS EDUCATION

109. The standards in religious education in Years 3 to 6 have improved since the last inspection, and are now satisfactory. Pupils spend extended periods of time in quiet reflection. They can discuss issues sensitively, and respect the views of others. Pupils in Year 6 know the main features of the major world religions, and can talk about the beliefs of those who follow them. For example, they can explain the concept of the Middle Road in Buddhism, and the quest for Nirvana. Pupils in Years 1 and 2, reach a satisfactory standard. They can discuss events which are important to them, and know that other religions have special days. For example, pupils in Years 1 and 2 have learnt about Diwali.

110. The teaching of religious education is satisfactory throughout the school. Teachers plan carefully, and manage pupils well. Occasionally the work planned for the pupils lacks challenge, and therefore learning is slower than it should be. Pupils take a keen interest in the subject, and generally behave well in lessons, especially during discussions, and when they are expected to be still and thoughtful. Teaching is well supported by the work of the subject co-ordinator. She has supported the staff well to ensure that they have the knowledge and understanding needed to teach the agreed syllabus. She has developed a new lesson-planning sheet which teachers use effectively to set clear learning objectives. The systems for keeping track of how well pupils are doing help to continue to raise standards in the subject. The co-ordinator sets challenging targets for the school, and

checks how well pupils are doing. A good feature of religious education in the school is the high quality art work. For example, older pupils create good displays on the theme of light. The school makes good use of visits to the church and to other places of worship to help pupils remember and understand what they are being taught.