

INSPECTION REPORT

YATTON C OF E JUNIOR SCHOOL

Yatton, Bristol

LEA area: North Somerset

Unique reference number: 109214

Headteacher: Mr D Powell

Reporting inspector: Mrs J Morris
18270

Dates of inspection: 1st October - 5th October 2001

Inspection number: 217154

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary controlled
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	High Street Yatton Bristol
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Alison Murray
Date of previous inspection:	27 September 1999

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18270	Jane Morris	Registered inspector	Science History	What sort of school is it? The school's results and achievements What should the school do to improve further?
19552	Pat Butson	Lay inspector		Pupils' attitudes, values and personal development Pupils' spiritual, moral, social and cultural education How well does the school work in partnership with parents? How well does the school care for its pupils?
21650	Gail McLean	Team inspector	English Religious education Music Equal opportunities	How well are pupils taught?
29371	Paul Hodson	Team inspector	Mathematics Information and communication technology Physical education Special educational needs	How good are curricular and other opportunities offered to pupils?
24805	Alison Cogher	Team inspector	Geography Art and design Design and technology	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Yatton Church of England Junior School is a voluntary controlled church school. It has 336 pupils ranging in age from seven to 11 years on roll and is larger than the average primary school. Pupils come from Yatton and Kingston Seymour with some attending from outside the school's catchment area, most of these from Congresbury and Claverham. The school is situated within the heart of the village of Yatton and shares the same site as Yatton Infant School. Pupils come from a wide variety of backgrounds and around the average number of pupils either join the school or transfer to others during the course of the key stage. Currently there are 16 pupils eligible for free school meals (4.8 per cent). This is well below the national average. Pupils' standards on entry to the school vary but are generally above average. There are 70 children (20.8 per cent) on the school's register for special educational needs which is below the national average. Four (1.2 per cent) have Statements of Special Educational Need which is just below the national average. There are a very few pupils from ethnic minorities and the vast majority has English as their first language.

HOW GOOD THE SCHOOL IS

Yatton Church of England Junior School is a good school. It is effective and meets its aims because the teaching is good and pupils achieve above average standards. Pupils are very enthusiastic about their studies. They work hard and their behaviour is very good which enables them all to do well. They enjoy coming to school and are well cared for. The school is led and managed well by the recently developed management team. The school gives satisfactory value for money.

What the school does well

- Standards in mathematics, science and geography are well above average. They are above average in English and history.
- Teaching is good and pupils achieve well.
- Pupils like coming to school, behave very well and are very enthusiastic about their learning.
- The school is well led. Governors have a very good understanding of the school's strengths and weaknesses.

What could be improved

- The school's monitoring of the implementation of policies to ensure all teachers are working towards agreed, common goals.
- Pupils' use of information and communication technology to support their learning in other areas of the curriculum.
- Opportunities to extend pupils' speaking skills and enable them to take more initiative.
- The learning environment, including display and storage facilities, to ensure it reflects the demand for high standards throughout all areas of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the previous inspection in 1999. At that time it was deemed to have serious weaknesses that related primarily to issues of leadership and management. These have been addressed and the school is now led well. The governors, headteacher, deputy headteacher, senior management team and subject co-ordinators have all contributed effectively to the progress that has been made. Although there is still some work to be done in monitoring specific areas of teaching and learning within aspects of the curriculum, particularly information and communication technology, progress has been better

than satisfactory. The school has successfully dealt with other major issues raised in the last inspection report. Standards in writing and spelling have improved. Provision for and pupils' work in religious education is satisfactory. Art is now satisfactory. Higher attaining pupils are sufficiently challenged, and lower attainers and those with special educational needs make good progress. The school's assessment strategies are productive and information gathered is used to plan the curriculum to very good effect. The school analyses and uses data to track both individuals and cohorts of pupils effectively. Pupils' awareness of the multicultural society in which they live has improved significantly. This area is now judged to be good. The playground and footpaths have been upgraded and issues relating to health and safety have been addressed. Many of the additional points raised have also received thorough attention and most have been developed well. Areas that still require attention relate to pupils' speaking skills and the opportunities for them to take and show initiative. Liaison with partner schools is underdeveloped although much has been done.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	B	B	D
Mathematics	B	B	B	C
Science	B	A	B	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards in the core subjects of English, mathematics and science have been maintained above the national averages over several years. The school's results reflect the improving trends of schools nationally. In 2000 the school achieved results broadly in line with those of similar schools except in English where they were below average. Results of higher attainers improved in 2000. The number of pupils achieving Level 5 was above that of schools nationally. However, when comparisons are made with the results of similar schools, this school's results were only average for mathematics and science and below average for English. In the year 2000, pupils' results were lower than the targets the school set itself. This picture was repeated again in 2001. Inspection evidence shows that the school set itself challenging targets and that when all factors are considered the results were reasonable. The results for 2001 indicate that standards have stayed above national averages in science and mathematics but are only average in English. Comparative data was not yet published at the time of the inspection.

Inspection findings show standards of work are high in mathematics, science and geography. In English and history they are above average and in other subjects they are satisfactory. There are, however, some aspects of information and communication technology that need to be improved. Also opportunities to extend pupils' speaking skills are missed. Higher attaining pupils are challenged and they make good progress as do pupils with special educational needs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. A significant strength. Pupils enjoy school and respond very well to teachers' high expectations.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in all situations and this contributes significantly to their learning.
Personal development and relationships	Very good. Pupils are caring, considerate and responsible. They relate very well to each other and adults.
Attendance	Good. Pupils attend regularly and generally are punctual.

All pupils are interested in their work and concentrate very well. They work both independently and together when undertaking science investigations. This co-operative way of working helps them learn effectively. There are no instances of exclusion.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

The quality of teaching is consistently of a high standard throughout the school. The vast majority of teaching is at least satisfactory. In half of the lessons teaching is good or better and in almost a quarter it is very good with excellent features. The percentage of very good and excellent teaching represents a significant improvement on the findings of the last inspection. English and mathematics are taught especially well. Teaching is particularly strong in Years 3 and 4. This contributes significantly to the good standards achieved by younger pupils. Teachers working with pupils of the same age successfully plan lessons together and share expertise. This ensures consistency within each year group and equality of opportunity for all pupils. Pupils of all abilities, including those with special educational needs, learn well. Clearly explained learning objectives, competency in teaching the basic skills of literacy and numeracy plus good subject knowledge, successfully underpin lessons. The marking policy, which includes the use of comments and symbols, is a simple yet effective form of communication. Teachers have high expectations of behaviour, standards of presentation in written work and levels of co-operation. Pupils know what is required of them and respond well to these high but realistic expectations.

In contrast to this generally positive picture, information and communication technology is not identified sufficiently well enough in lesson plans and as a result is not used effectively to enhance learning across all subjects. A significant weakness relates to the narrow range of teaching methods used by the school. There is a heavy reliance on pupils working on their own and this reduces the opportunities teachers have to interact efficiently with as many pupils as possible, especially during literacy and numeracy lessons. Furthermore, it limits the chances pupils have to develop speaking skills to the full.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and provides for the needs of all pupils. The school has introduced an effective personal, social and health education programme.
Provision for pupils with special educational needs	Good. The support provided by the co-ordinator and by teaching assistants in classes is effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for promoting pupils' moral development is very good, but there are some missed opportunities to foster spiritual development.
How well the school cares for its pupils	Good. Teachers and all staff know pupils well and pastoral care is a priority of the school. Teachers monitor pupils' progress effectively and set suitable curriculum targets for improvement.

Parents are positive generally and very supportive of the school. The partnership that exists is strong and productive.

The curriculum provision for higher attainers and pupils with special educational needs is good. There are planned opportunities for pupils to learn through enquiry in science, mathematics, geography and history. Visits into the community and visitors to the school successfully enhance the curriculum.

The care provided for pupils is a strength of the school. Their academic progress is carefully tracked and personal support and guidance are good. Procedures for monitoring and promoting good attendance are excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is led and managed well. The recently implemented management structure ensures the effective sharing of responsibilities and is focused on raising standards.
How well the governors fulfil their responsibilities	Good. Governors are well informed about all that is happening in the school and provide effective support for school improvement. They have a very good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. Performance data are used well, particularly in English, mathematics and science.
The strategic use of resources	Satisfactory. Funds are used effectively to support pupils' learning.

Staffing is well matched to the needs of the curriculum. Accommodation is adequate but not always used efficiently and effectively to maximise pupils' learning opportunities. Resources are used well in lessons.

The headteacher and key staff work well to ensure that priorities for school improvement are identified, and the school's budget is used appropriately to support these. The school is increasingly applying the principles of best value in all its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • Good behaviour. • Parents can approach the school and they know they will be listened to. • Pupils are expected to work hard. • The school helps children to mature and promotes a strong sense of responsibility. 	<ul style="list-style-type: none"> • Some parents are unhappy about the amount of and value placed on homework. • The information they receive about their children's progress. • The school does not work closely enough with parents. • The range of activities outside lessons.

The inspection team fully supports positive views of the school. A variety of activities is offered outside lessons but the school might consider how these could be extended across the age range. The new homework policy is being implemented throughout the school and contributes appropriately to pupils' learning. Inspectors consider that the school provides good information to parents about their children's progress and that it works hard to develop close links with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' standards when they enter the school in Year 3 are generally above average. Pupils achieve well, especially in Years 3 and 4 and their standards by the age of 11 are well above average in mathematics, science and geography, and above average in English and history. In no subjects are standards less than satisfactory.
2. Standards in all the core subjects of English, mathematics and science have been maintained above the national averages over several years. The school's results reflect the improving trends of schools nationally. In 2000, the school achieved results broadly in line with those of similar schools except in English where they were below average. Results of higher attainers improved in 2000. The number of pupils achieving Level 5 was above that of schools nationally. However, in relation to the results of similar schools the number of pupils achieving Level 5 in mathematics and science was average but below average for English. There are no significant gender issues.
3. In the year 2000, pupils' results were lower than the targets the school set itself. This picture was repeated again in 2001. Inspection evidence shows that the school had set itself challenging targets and that when all factors such as the number of pupils with special educational needs, absenteeism and the mobility factor (the number of pupils entering and leaving the school) are taken into consideration then the results are reasonable. The results for 2001 indicate that standards have stayed above national averages in science and mathematics and are just average in English. It is pleasing to note that there are indications that standards in writing and spelling are improving. The school has focused on these areas in response to the previous inspection report and has used its own analysis of data to good effect. Comparative data using the latest set of test results for similar schools is not available at the time of the inspection.
4. During the inspection, at the start of the school year, standards of work seen in mathematics and science were very high in all year groups. For example, in mathematics in Year 3 higher attainers were able to recognise and work with simple fractions. In Year 4, pupils were able to use a formula to work out the perimeter of a rectangle. Year 5 pupils could identify and explain common denominators when discussing fractions. In Year 6, pupils named and classified triangles, using mathematical vocabulary correctly. They could identify and explain the properties of 'congruent', 'scalene', 'right-angled', 'isosceles' and 'equilateral' triangles. Evidence of science work throughout the school shows that pupils have a very thorough understanding of the investigative process. In Year 3, pupils can predict and give reasons for their predictions about the opaqueness of materials. In Year 4, pupils suggest reasons how and why different materials act as conductors and insulators of electricity. Year 5 pupils can conduct, very capably, their own investigations into the effects of friction by predicting outcomes, controlling variables, recording results and evaluating the information they have gathered. In Year 6, pupils use prior knowledge to evaluate their ideas and discoveries about the different properties of rocks and soil and achieve beyond the expected standards.
5. The National Literacy Strategy is used consistently well throughout the school and pupils' literacy skills are good. Reading standards are high. Pupils apply their skills effectively across other subjects of the curriculum. Science, geography, and history

are especially well supported. Pupils use reference books very capably and they can write for a variety of audiences and in different styles. They present written reports and record information with confidence and a growing maturity. In a Year 4 science lesson, pupils follow the model set by the teacher to complete a report format with great success. However, there are limited opportunities to extend pupils' speaking skills in, for example, discussions and debates in which pupils, particularly higher attainers, can explain their findings and challenge their thoughts.

6. Pupils' numeracy skills well exceed the expected standards. They acquire very good mental skills as they move through the school. Teachers use the National Numeracy Strategy well. They encourage pupils to apply their skills within challenging and interesting tasks. During a Year 3 lesson on measuring, pupils use their problem solving skills to suggest methods of finding out the depth of a pot, the circumference of a film case, and the length of the room. Pupils can convert millimetres to centimetres and some can express these as decimals. In Year 5, pupils do very well when comparing and ordering fractions.
7. Pupils' standards in geography are well above average and in history they are above average. Pupils are achieving well in these subjects because they are enthused and challenged by their teachers who have good subject knowledge. Pupils develop their enquiry skills very well. Teachers encourage pupils to explain what they already know at the start of a topic so that appropriate new knowledge can be accessed and activities to support their learning are pitched correctly. Although information and communication technology is satisfactory overall, some aspects of Information and communication technology capability require attention and need improvement. In science, data loggers are underused. There are insufficient opportunities for pupils to use information and communication technology to record their investigations. In other subjects information and communication technology is used too infrequently to present information and illustrate pupils' work.
8. Pupils with special educational needs achieve well and make good progress. Their needs are carefully assessed and appropriate and precise targets are set. The special educational needs co-ordinator works effectively to ensure that any specific problems are identified. Programmes of work are planned with teachers and then progress is reviewed. The individual needs of pupils are reflected in the planning for lessons and teaching assistants are made aware of the learning intentions for individuals or groups of pupils. This planning ensures that all pupils needs are met successfully. It is pleasing to note also that higher attaining pupils are challenged appropriately and successfully during lessons.

Pupils' attitudes, values and personal development

9. Pupils enjoy school and their very good attitudes to work are a significant strength of the school. This confirms the views expressed by parents and shows improvement since the last inspection when the judgement was good. Pupils settle quickly at the beginning of lessons, even immediately after play times or energetic physical education lessons, and respond well to the high expectations of teachers. They concentrate for long periods and work very well either on their own or together, both inside and outside the classroom, for example, when undertaking practical science work in the playground. Pupils are keen to answer questions in class and are not afraid to give the wrong answer. Teachers value all responses and pupils respect the contributions of others. This has a very positive effect on all pupils learning and on the standards they achieve.

10. Pupils behave very well in lessons and in the playground, showing respect for people and property. They are polite, helpful and considerate and have a clear understanding of what is considered acceptable behaviour. Their ideas are expressed clearly in their classroom rules which they help to draw up. They are keen to earn merit marks for their house teams. A particularly telling example of pupils' good behaviour and responsible attitudes is that there is no misuse of their personal drinking water bottles which they can keep on their tables. Pupils are confident to approach staff, particularly the headteacher, to resolve any difficulties they might have. No bullying or oppressive behaviour was seen during the inspection, and parents report that any isolated incidents of bullying are dealt with promptly and fairly, in accordance with the clear anti-bullying guidelines in the school's behaviour policy. There have been no recent exclusions.
11. The very good relationships which pupils enjoy with adults and each other are the foundation of the school's caring ethos. They contribute significantly to the purposeful working atmosphere that pervades the school, and ensure that all pupils work in a supportive learning environment. Parents feel very strongly that the school helps their children to become mature and responsible and this view is broadly supported by the inspection. Pupils' personal development is good, which is an improvement since the last inspection judgements. They are very articulate children and confidently discuss their work and share their views about school life. When given the opportunity, pupils take responsibility enthusiastically and carry out their duties conscientiously, for example, taking registers to and from the office and operating the overhead projector in assemblies. However, opportunities such as these are somewhat limited. Some lessons clearly illustrate how pupils can plan and organise their work efficiently but there are a considerable number of lessons when these features are lacking. Pupils show initiative in fund raising for their favourite charities. In circle time they are beginning to be able to discuss a wide range of issues sensibly, taking into account the feelings of others but, as yet, debating skills are underdeveloped.
12. As reported at the last inspection, pupils' attendance is good when compared with other schools, and almost all pupils are punctual. Lessons generally start and finish on time, although those after physical education sometimes start late as pupils can be slow to get changed.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is of a consistently high standard throughout the school. The vast majority of teaching is satisfactory (99 per cent). In well over 50 per cent of lessons the teaching is good or better and in 23 per cent it is very good with excellent features. The percentage of very good and excellent teaching represents a significant improvement on the findings of the last inspection. At that time, the quality of teaching was never less than satisfactory with 60 per cent being judged as good or better and ten per cent very good.
14. Teaching is particularly strong in Years 3 and 4. All lessons are at least sound and a significant proportion, 40 per cent, is judged to be very good or better. This positive picture contributes significantly to the good standards achieved by younger pupils.
15. The success and improvements made in relation to the quality of the teaching are underpinned by three significant factors; planning, competency in teaching the basic skills of literacy and numeracy and teachers' good subject knowledge.

16. Schemes of work for all subjects are detailed and provide a secure basis for lessons. Teachers working with pupils of the same age use the schemes of work well, plan lessons together and share expertise. This ensures consistency within each year group and equality of opportunity for all pupils. The support and high degree of co-operation which exist between teachers are a key features in bringing about improvements in the quality of teaching and learning. Furthermore, the degree of planning and supportive networks within the team ensure that supply teachers give of their best, achieve good standards and pupils enjoy continuity in learning even when their regular teacher is absent.
17. Within lessons learning objectives are clearly identified, explained carefully to pupils and used effectively throughout each lesson to focus on and guide learning. Copying learning objectives quickly and accurately into exercise books at the beginning of lessons is a well established practice for pupils and is part of the school's culture. The activity provides a good 'hook' for learning with no undue loss to teaching and learning time. Support staff are well briefed by teachers, are made aware of the learning intentions for lessons and thus have a significant impact on pupils' learning.
18. Written tasks specified for different ability groups reflect the overall objective but demonstrate appropriate challenge for higher attaining pupils and support for the lower attaining, including pupils identified by the school as having special educational needs. As a result pupils make at least sound progress in relation to their prior attainment and all are included in lessons.
19. Learning objectives are used particularly effectively at the end of lessons when pupils' work is marked. Teachers' comments focus on the intended learning intention and provide clear, constructive feedback to pupils. The marking policy includes the use of symbols. This simple yet effective form of communication together with short, concise written comments helps pupils to understand what progress they are making and where more effort is needed. As a result, pupils' work shows improvements related to the feedback provided in previous marking.
20. In all year groups, but particularly in Years 3 and 4, there is a high degree of competency in teaching the basic skills of literacy and numeracy. The National Literacy Strategy and National Numeracy Strategy are implemented consistently and teachers are using the recommended strategies skilfully and effectively. No unsatisfactory teaching was observed in literacy or numeracy lessons and much was good or better; especially in numeracy.
21. Opportunities for pupils to use and apply knowledge, skills and understanding of basic skills are identified and provided in other National Curriculum subjects. This is a striking feature of work seen particularly in science, history and geography. Teachers use homework effectively to support lessons.
22. In contrast to this generally positive picture, information technology is not identified sufficiently in lesson plans and as a result is not used effectively to enhance learning across all subjects. Given the potential demonstrated by pupils' achievements in using and applying basic literacy and numeracy skills, the teaching of basic information technology skills is not sufficiently robust and standards achieved in using them are not high enough.
23. A particularly strong feature contributing to the increase in the percentage of effective lessons is teachers' own subject knowledge. This is generally of a good standard. The vast majority of subject co-ordinators have high levels of expertise which is effectively disseminated to colleagues. This good position is reflected in planning,

lively pace of lessons and skilful use of questioning to assess and develop pupils' understanding.

24. At the time of the last inspection, teachers' subject knowledge was judged to be satisfactory, although there were wide variations in relation to music, religious education, art and information technology. Expertise in these subjects is now at a consistently sound or better level and, overall, the school has secured noticeable improvements in this aspect of its teaching. However, lack of confidence in using computer technology by a small number of teachers limits their ability to teach this subject to a high standard.
25. Motivating and managing pupils was judged to be the strongest aspect of teaching in the last inspection. This remains a strength. It is a key indicator that the aims of the school are met and the ethos is conducive to teaching and learning. Teachers know their pupils well, are firm but fair and relationships, in the main, are positive and constructive. Teachers have high expectations of behaviour, standards of presentation in written work and levels of co-operation. Pupils know what is required of them and respond well to these high but realistic expectations. The vast majority of teachers demonstrate a strong commitment to and enjoyment for their work and pupils are relaxed but alert and give of their best.
26. Weaknesses in teaching relate to the narrow range of teaching methods used by the school. Although tasks set for pupils are appropriate for their age, interest and level of ability the strategies employed rely heavily on pupils listening to their teachers and recording work in exercise books, in isolation from one another. This applies even when pupils are engaged in activities of investigation and enquiry, for example in mathematics, history and geography. This heavy reliance on pupils working on their own reduces the opportunities teachers have to interact efficiently with as many pupils as possible, especially during literacy and numeracy lessons. It limits the chances pupils have to develop higher speaking skills to the full. A wider range of teaching methods is needed to ensure pupils fully apply intellectual, physical and creative effort to their work and learn through constructive, critical analysis of their own and others' work.
27. Overall, the many strengths outweigh the weaknesses and the school's rate of progress in bringing about improvements since the last inspection is well marked.

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

28. The quality and range of opportunities for learning are good throughout the school and this shows an improvement since the last inspection when the curriculum provision was satisfactory. The last inspection found provision for religious education and art unsatisfactory. Both subjects are now satisfactory. The curriculum is broad and balanced with good provision for higher attainers and pupils with special educational needs. There are opportunities for pupils to learn through enquiry in science, mathematics, geography and history. This enables pupils to make good progress and attain standards above national expectations. The curriculum is enriched by a wide range of school visits, visiting speakers and extra-curricular clubs. There is, however, insufficient use of information and communication technology to support all subjects. The school has concentrated on the development of pupils' literacy and numeracy and the school has implementing the National Literacy and Numeracy Strategies successfully.

29. Curriculum planning in most subjects is good because of the effective work of the majority of co-ordinators who monitor successfully the implementation of schemes of work. The school has a good overview of the curriculum and this shows improvement since the last inspection although planning for opportunities to highlight spiritual awareness is underdeveloped. There are strengths in many areas such as English, mathematics, science, geography and history. Literacy and numeracy skills are applied well in a range of subjects. The school's provision for personal, social and health education, including sex and drugs education is effective.
30. Schemes of work are now in place for all subjects and these are good overall. There are, however, still some gaps in provision for information technology, for example, in the exchanging and sharing of information. In addition, curriculum plans have too few examples and suggestions for using information technology in various subjects. Some lessons are overlong. For example, some religious education lessons can last up to 75 minutes. Some pupils are unable to sustain their concentration so that time is not used well.
31. The provision that the school makes for pupils with special educational needs is good. Teachers' lesson planning highlights specific learning objectives for different ability groups and support staff are kept well informed. Provision for developing information and communication technology skills with pupils with special educational needs has improved greatly since the last inspection, for example, when groups of pupils work through a spelling program in the computer suite. The teacher gives clear guidance and the program reinforces and assesses each pupil. The data produced gives excellent feedback on progress to the teacher and the colourful graphics give welcome praise to the pupils who clearly enjoy the task. Learning targets are precise and parents are involved with the assessment of pupils' individual education plans. There are no pupils for whom the curriculum is disapplied and no pupils are withdrawn from religious education or collective worship. Pupils with special educational needs and pupils from ethnic minorities have equal access to the curriculum.
32. The curriculum is supported and extended by educational visits and extra-curricular activities involving the use of visiting experts and coaches. However, there are few extra-curricular activities for younger pupils and this is highlighted in responses from a small number of parents. Some pupils benefit from musical tuition from visiting specialists using a wide range of instruments. Sports coaches from local cricket and rugby teams arrange after school clubs and pupils in Year 6 can choose to do outdoor adventurous activities on their annual residential visit. There is also a weekly Bible Club that pupils are invited to attend.
33. Pupils transfer from the partner infant school at seven and there are growing links between the two schools. Similar links are forged between Yatton Junior School and the secondary school. Overall, pupils are prepared well for their next stage of education but liaison between partner schools is an area recognised as requiring further development.
34. Provision for pupils' spiritual, moral, social and cultural development is good overall, which is an improvement since the previous inspection, when provision for pupils' moral development was judged to be good and that for cultural development was unsatisfactory. This improved provision has a positive impact on the very good attitudes, behaviour and relationships of pupils.
35. The provision for pupils' spiritual development continues to be satisfactory. Assemblies (often taken by ministers from local churches), the newly introduced

religious education syllabus - which includes visits to places of worship of different faiths - and circle time all provide appropriate opportunities to discuss and reflect on important aspects of life and on emotions, feelings and personal beliefs. For example, pupils prayed for the victims of the terrorist attacks in America in an assembly, and reflected on places that were special to them in a religious education lesson. There were occasional 'awe and wonder' moments in the lessons observed, such as when the teacher remotely controlled all the pupils' computers in a Year 3 information and communication technology lesson. Overall, however, there were many missed opportunities, across all subjects and classes, to promote spiritual development and a sense of the wonder of the world.

36. Very good provision is made for pupils' moral development. Very high priority is given to providing pupils with a clear set of moral values and teaching them the difference between right and wrong. This is reflected in the school's aims "To value all individuals, enabling mutual respect and trust" and "To uphold high standards of behaviour". The school has developed a clear behaviour policy, which is implemented consistently by adults throughout the school and promotes very good behaviour. The merit mark system is popular with pupils and is used effectively to reward caring attitudes and good behaviour as well as good work. Moral issues are effectively promoted in assemblies, religious education lessons and circle times.
37. Provision for pupils' social development is now good, showing improvement from the satisfactory judgement in the previous inspection report. Play times and lunch times are managed well by staff who promote co-operation, social responsibilities and good manners. The recent introduction of circle time and the continued expansion of the school's tradition for inviting visitors into school and making educational visits, both locally and further afield, make a good contribution to pupils' personal and social development. Pupils readily take the opportunities offered to perform in public, take part in extra-curricular activities, make decisions about which charities to support, entertain senior citizens at Christmas and take part in community events and competitions such as the horticultural show and historical society events. However, as at the time of the last inspection, there is still a too limited range of opportunities for pupils in all year groups and of all abilities to show initiative and take responsibility, both during lessons and around the school, and in the local community. The school caretaker and headteacher are keen to develop a school council to involve pupils more closely in decision-making and this would be a very positive contribution to pupils' social and moral development.
38. The school has worked hard and successfully since the last inspection to improve provision for pupils' cultural development, and this is now good. There is no doubt that one of the most memorable school events to all who experienced it - whether pupils, staff, parents or the wider local community - was the excellent 'Samba' week, led by a group of musicians and costume makers from St Vincent.
39. Pupils study other faiths and cultures as well as Christianity as part of the new religious education syllabus. There are good opportunities in other subjects, particularly music, art, geography and history, to encounter cultures and traditions of other lands and times. A good example is in geography where Year 3 pupils identified similarities and differences between life in England and a Kenyan village. Many visitors coming into school including theatre companies, a poet and storyteller, and the artist who helped with the mosaic displayed in the entrance hall, contribute well to pupils' cultural development, as do the educational visits, such as those to Bristol Museum and Art Gallery. Pupils also learn to play instruments, sing in the choir and attend an extra-curricular drama club. The school plans to extend this cultural development still further, for example, by making increased use of e-mail and

the Internet to develop personal links with schools in other parts of Britain and abroad.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school is a caring community where the health, welfare and personal support of pupils have a high priority. Staff monitor pupils' personal development well and provide good educational and personal guidance. This confirms the parents' views which are very supportive of the school's pastoral care and behaviour management procedures.
41. The school has successfully addressed the issues identified in the last inspection and significantly improved provision: the playgrounds and footpaths have been resurfaced; child protection and behaviour/anti-bullying policies have been approved; registers are marked correctly; and a new caretaker appointed. Procedures for child protection are good. Staff know that the headteacher is the named person and are aware of how the procedures work. A joint staff training day planned for next year with other local schools will focus on child protection issues and procedures. The premises and equipment are inspected and maintained regularly, risk assessments and fire drills are carried out, and any health and safety concerns dealt with appropriately. A few health and safety issues were brought to the attention of the headteacher during the inspection; these had already been identified by the school as requiring action.
42. A particular strength of the school, acknowledged by parents, are the very good procedures for monitoring and promoting good behaviour. These are consistently applied throughout the school, with adults responding promptly and fairly to any incidents of unacceptable behaviour and bullying. The involvement of pupils in deciding class rules provides a sense of ownership and promotes good behaviour well. The success of the procedures is reflected in the very good attitudes and behaviour of pupils and the very good relationships in the school. With only a very small number of pupils from minority ethnic groups, the school is vigilant in its monitoring of racism, whether accidental or deliberate. The continued development of class circle time will further strengthen the school's provision.
43. There are excellent procedures for monitoring and promoting attendance. Registers are now meticulously kept, following a clear set of guidelines. The procedures for reporting absence, which the vast majority of parents follow, are clearly explained to parents and teachers. The school and the education welfare officer monitor pupils' attendance and punctuality regularly and ensure that reasons for absence are rigorously investigated. Full attendance is rewarded. The headteacher takes every opportunity to remind parents and pupils of the importance of regular attendance and strongly discourages the taking of holidays in term time.
44. All key issues relating to assessment in the last report have been successfully addressed. The assessment co-ordinator has provided strong, focused support for teachers. A detailed and comprehensive action plan has been rigorously implemented.
45. An assessment policy has been adopted and very good procedures for assessing pupils' attainment and progress have been introduced. Although these procedures are in the early stages of implementation they have already had a significant impact on the quality of teaching and pupils' learning. The majority of teachers follow these well but there is evidence of some inconsistency. Pupils are assessed regularly in English, mathematics and science using a range of procedures. These include

school-designed tests matched to National Curriculum levels and standardised tests. The information gathered gives a comprehensive picture of pupils' development. Data from these tests and tasks, including the results of Key Stage 1 national tests, are carefully analysed to track pupils' progress and overall attainment levels. Pupils' assessed work is kept in individual portfolios and provides a useful resource for teachers, co-ordinators, pupils and parents. Teachers use assessment information effectively in their planning. Targets for whole-year groups and groups of pupils with similar abilities are set. Teachers use daily and weekly assessment of pupils' learning to alter their planning as necessary. A revised marking policy has been agreed and implemented. The effectiveness of this policy varies across the school in the way in which teachers make use of marking to support and extend pupils' learning. Pupils' attainment in information technology and the remaining subjects of the curriculum is assessed at the end of each unit of work. In all subjects co-ordinators are using the assessment information gathered to set improvement targets for their subject in order to raise standards overall.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school has a good partnership with parents. Parents are kept well informed about school life and their children's progress, and are encouraged to become involved in any way that they can. They make a significant contribution to pupils' learning and to the general life of the school by assisting in classrooms, for example with reading, accompanying pupils on visits, running clubs, helping with homework, and organising and supporting fund-raising events such as the very popular children's discos.
47. Parents' views of the school are mostly very positive. In particular, they are very happy to approach the school with questions or problems, and consider that the school is well led and managed and that their children are taught well, encouraged to behave well, work hard and achieve good standards. Inspection findings support these positive views. However, a third of those responding to the pre-inspection questionnaire would like a wider range of extra-curricular activities to be available for all year groups. A fifth did not agree that the school works closely with parents. This was not raised at the parents' meeting and was not confirmed by the inspection, although it was noted that parents were not consulted about the return to single-year classes and that this was an issue at the time the survey forms were completed. Some concerns about homework were raised, but the inspection team found that the school's policy was being implemented satisfactorily.
48. Generally, the quality of information for parents through the prospectus, newsletters and governors' annual reports is good. Overall, it is clear and comprehensive. Parents are kept informed about the curriculum through the 'Year Ahead' evenings, usually held in the autumn term, but these are not backed up with any written information for those unable to attend. There are good opportunities for parents to discuss their children's progress at termly consultation evenings, and the school also has an 'open door' policy and encourages parents to contact the headteacher with any concerns. End of year reports are now very detailed, with clear identification of levels of achievement in English, mathematics and science and targets for improvement. Parents and pupils comment on the reports positively, and this encourages greater involvement in pupils' learning.
49. The school has successfully addressed most of the points for improvement highlighted in the previous inspection relating to pupils' annual reports, the

information in the prospectus and governors' annual report, and relationships with the adjacent infant school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The last inspection reported a number of serious weaknesses relating to the leadership and management of the school. The school has made very pleasing progress and has successfully addressed all of the key issues that were identified. Although many of the new procedures are in the early stages of implementation, they are already having a positive impact on standards achieved throughout the school.
51. The school is well led and managed by the headteacher. He has provided strong, focused leadership, is clear about what needs to be done to improve the education of pupils at the school and has successfully shared his vision with the majority of staff and governors. He is ably supported by his deputy, key staff, and committed secretary. The school is embracing the use of new technology to enhance aspects of management, for example, in maintaining and analysing records of pupils' progress. Insufficient use is made of new technology to support learning in the curriculum.
52. The aims of the school have been formally reviewed. All staff, governors and parents were involved in the review to ensure that the aims formed the basis of a shared sense of purpose. Procedures to check that all contributors do their best to fulfil these aims are not yet sufficiently robust and there are aspects of the school's work which lack a common and consistent approach. The raising of standards within a caring and supportive environment is central to the school's aims. The school is also strongly committed to equal opportunities and the valuing of all individuals. Teachers ensure that all pupils, whatever their ability and needs, are considered in lessons. Planning strategies ensure that all pupils are encouraged to fulfil their potential.
53. Management has been strengthened through the creation of a strategy group that monitors and evaluates standards, teaching and learning. The group consists of the headteacher, the deputy headteacher and year group co-ordinators, who are also the co-ordinators for English, mathematics and science. There is also productive liaison between this senior management team and the co-ordinator for special educational needs. This group structure is particularly successful in ensuring that action is taken across the whole school. Using a wide range of information, including the rigorous analysis of data, the strategy group identifies the school's priorities for improvement for the next three years. These priorities are appropriate, and the school improvement plan clearly sets out the action to be taken to raise standards and improve the quality of all pupils' education. The proposed action for the current year has clear deadlines and states when and how it is to be evaluated.
54. The role of co-ordinators is well defined. The majority takes responsibility for and efficiently monitors standards and the quality of teaching and learning in their subject area. Co-ordinators have been effective generally in providing information about their subject. However, newly appointed members of staff and the recent changes in areas of curriculum responsibility have led to a lack of consistency in approaches to the development of some subjects, notably information and communication technology. Work sampling, monitoring of teachers' planning and lesson observations in some subjects have enabled co-ordinators to develop a comprehensive picture of their subject. This information is shared productively with all staff and helps to provide targeted support and training. Additional non-contact time and finance are provided for co-ordinators whose subject is a priority area on

the school's improvement plan. All subjects have a clearly defined action plan to guide developments and the use of resources.

55. The governors provide good support for the headteacher and the staff. Governor committees work to well-defined terms of reference. They meet regularly and present reports and recommendations to the full governing body. Governors are very clear about their role and fulfil their statutory responsibilities well. They are knowledgeable and have effectively monitored the school's progress since the last inspection. They contribute fully to the school's improvement plan and are well briefed on all aspects of the school's work. Governors ensure that the school's finances are used well to target areas identified by the school as requiring improvement. They are provided with regular updates by the headteacher on the progress being made towards achieving the targets that have been set. The budget is well planned and specific grants are used appropriately. The school's large carry forward of funds in 2000-2001 was planned and had a specific purpose linked to the formation of a twelfth class. Governors are beginning to embrace the principles of best value when making financial decisions.
56. Good strategies are in place for monitoring the performance of the headteacher and teachers. The reorganisation of the management structure of the school has provided it with a good system for monitoring teaching and learning across the school. It includes classroom observation, the assessment of pupils' work and the analysis of data. The introduction of whole-school schemes of work and joint planning by all teachers within year groups has had a significant impact on the quality of teaching overall. A strong emphasis has been placed on challenging higher attainers. This has resulted in the improvement of overall standards achieved throughout the school. In addition, lower attaining pupils are clearly identified and given support. All objectives for improvement in teaching are linked to the school's development plan.
57. Teachers are well qualified and have a good spread of expertise covering most areas of the curriculum. Teaching assistants are also well qualified. Teachers ensure that teaching assistants are fully briefed before lessons begin, and this enables them to work effectively and provide good support for pupils. There are some induction procedures for new staff, however, they lack sufficient structure and clarity.
58. The school's accommodation is adequate for teaching the curriculum. Some areas within the school are not used efficiently and remain empty for significant periods of the day. For example, in some classrooms in the main building the small alcove spaces are bright, cheerful and well organised, and are used as a working area by pupils. In contrast, the same spaces in other rooms are uninviting, appear to have no educational function and are rarely used by pupils. Some book corners need urgent attention. Additionally, the large shared workspaces are also not utilised fully and are empty of pupils for significant periods in the day. The storage of some equipment, especially musical instruments, is unsatisfactory. There are notable inconsistencies in the quality and use of display in classrooms and other areas around the school. Where displays are colourful and well presented they make a good contribution to the learning environment. The school is well maintained by the hard work and dedication of the caretaker.
59. Learning resources are adequate for all subjects. However, there is a lack of appropriate non-fiction texts, especially for younger boys. New resources are purchased in response to audits completed by subject co-ordinators, and are linked to priorities identified in the school improvement plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise pupils' standards further, the school should:

- (1) Rigorously monitor the implementation of all school policies, particularly the 'Teaching and Learning' Policy (to be introduced this term) to make sure that:
 - all staff work in harmony towards common goals; (paras 45, 50, 52, 54, 74)
 - there are more planned opportunities in lessons for pupils to develop their speaking skills further and to take and show more initiative; (paras 5, 6, 8, 11, 68, 71, 72, 81, 88, 109, 130, 141)
 - there is a shared commitment to creating a stimulating learning environment with high quality display and efficient storage facilities that reflect the demand for high standards throughout all areas of the school; (paras 58, 75, 94, 111, 127)

- (2) Further develop pupils' use of information and communication technology to raise standards and support their learning in other areas of the curriculum. *(This is an area already highlighted by the school in its development plan.)* (paras 7, 22, 28, 30, 82, 86, 89, 105, 112, 118)

In addition the school may wish to take account of a number of minor issues raised in this report when drafting its action plan. These issues are discussed in the following paragraphs:

- develop an induction policy to include all new members of staff; (para 57)
- foster and develop further links with partner schools; (paras 33, 112)
- scrutinise book areas and review book provision especially for younger boys; (*this links to the learning environment key issue*) (paras 58, 59, 75)
- plan for more ways to provide for spiritual development (paras 29, 35)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	22	30	1	0	0
Percentage	2.9	20.3	31.9	43.5	1.4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	336
Number of full-time pupils known to be eligible for free school meals	16

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	70

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	39	39	78

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	31	34
	Girls	31	29	34
	Total	62	60	68
Percentage of pupils at NC level 4 or above	School	79 (79)	77 (77)	87 (97)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	36	37
	Girls	31	30	35
	Total	65	66	72
Percentage of pupils at NC level 4 or above	School	83 (82)	85 (81)	92 (97)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	333
Any other minority ethnic group	1

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	0	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: Y3 – Y6

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: Y3 – Y6

Total number of education support staff	5
Total aggregate hours worked per week	91

FTE means full-time equivalent

Financial information

Financial year	2000 – 01
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	£
Total income	633,208
Total expenditure	641,370
Expenditure per pupil	1,974
Balance brought forward from previous year	63,184
Balance carried forward to next year	55,022

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	336
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	37	5	2	2
My child is making good progress in school.	48	40	2	3	6
Behaviour in the school is good.	48	48	0	0	3
My child gets the right amount of work to do at home.	27	52	13	5	3
The teaching is good.	44	52	3	0	2
I am kept well informed about how my child is getting on.	31	47	11	5	6
I would feel comfortable about approaching the school with questions or a problem.	48	48	2	0	2
The school expects my child to work hard and achieve his or her best.	45	48	3	0	3
The school works closely with parents.	31	44	18	3	5
The school is well led and managed.	35	47	3	0	15
The school is helping my child become mature and responsible.	45	52	0	0	3
The school provides an interesting range of activities outside lessons.	19	39	26	6	10

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

60. At the end of Key Stage 2 the results of the National Curriculum tests in 2000 were above the national average for both the expected Level 4 and the higher Level 5. However, when compared with similar schools, attainment was well below average at the expected level 4 and below at the higher level 5. The school's position has remained constant for the last four years. There has been little difference between the attainment of boys and girls in the recent past. Pupils identified by the school as having special educational needs are well supported and make good progress in relation to their prior attainment.
61. The target set by the school for English in 2001 was not met by four per cent. Analysis of progress made from Year 3 to Year 6 for this particular cohort of pupils indicates that the vast majority made at least satisfactory progress in relation to their starting point.
62. At the time of the last inspection attainment overall in English was judged to be high in relation to the national picture but there were marked differences between standards in reading and writing. Pupils did not do as well in writing as they did in reading. The school has improved the way in which basic skills are taught, especially spelling and writing, and ensures that pupils have good opportunities to practise what they have learned.
63. Inspection evidence now shows that pupils make good progress and achieve highly throughout Key Stage 2. In a Year 6 lesson, pupils compared and contrasted two poems, successfully distinguishing between metaphors and literal description. The structure of both poems was understood and explained well. One pupil offered a succinct and accurate meaning of the term 'rhyming couplets'. It was clear from the plenary session that pupils recognised how poets manipulated words to convey meaning, moods, feelings and atmosphere.
64. Work in books includes a wide range of functions, forms and methods of presentation. All types of functions such as recording, reporting, narrating, persuading and complaining are covered in literacy lessons. They are used effectively in other subjects such as science, history and geography when pupils are required to produce extended pieces of writing. Reports, recipes, letters, posters, diagrams and questionnaires are but a few of the forms of writing which figure noticeably in the school's work. Teachers' competency in teaching the basic skills is high and good opportunities are presented for pupils to use and apply new knowledge and practise their skills. Consequently, pupils' understanding is developing well throughout the school. Writing for a range of audiences is encouraged through the annual publication of 'Scratch: The Yatton Junior School Anthology' to which pupils contribute and is sold to parents and members of the local community. Articles written by pupils for inclusion in the local church magazine also provide a good opportunity for pupils to relate their school experience to the wider world and develop an awareness of citizenship.
65. In lessons, pupils read confidently and many use expression and intonation well, especially when reading their own work. As a result of teachers' clear explanations and searching questions the vast majority of pupils are able to consider the quality and depth of what they read and respond imaginatively to it. After a series of lessons on extracting key points from a text, Year 3 pupils successfully wrote in the style of a

newspaper reporter. The vast majority of pupils has read widely and can recall favourite authors or books. They cheerfully discuss their likes and dislikes giving good reasons for their choices. They demonstrate enthusiasm, independence and ability to be reflective readers. Book clubs and book fairs are a regular feature of the school year. Pupils are actively encouraged to become book owners and they demonstrate great appreciation for these events.

66. Overall, standards in speaking and listening are satisfactory but given the potential demonstrated by achievements in reading and writing they could be higher. Pupils of all abilities confidently express themselves in lessons and converse well together throughout the day. In the main, pupils are articulate and successfully use correct terminology. This is actively encouraged by teachers and reinforced by the school's policy and practice of insisting that learning objectives are copied into exercise books as part of the title for each piece of work. During plenary parts of lessons, pupils are encouraged to share their work and they do so willingly. However, not enough opportunities are provided for pupils to ask and answer questions and offer constructive criticism to one another on how work might be improved.
67. Pupils' attitudes in English are nearly always good. They work hard and get on well with each other. Teachers have high expectations of behaviour, presentation of written work and amounts of work to be produced in any given time. Pupils know what is required of them and respond well to the expectations placed on them.
68. Pupils demonstrate considerable pride in their work and for the most part even first drafts are well presented, neat and legible. Handwriting is taught systematically and pupils are given opportunities to practise and perfect their own fluent style. As a result, they record their ideas efficiently. The emphasis placed on clear, neat presentation is a key factor in enabling pupils to organise their thoughts and communicate ideas successfully.
69. Taking all inspection evidence into consideration, the quality of teaching in English is good. No unsatisfactory lessons were seen. Teachers have embraced the National Literacy Strategy and are using the principles to good effect. Appropriate emphasis is placed on the key skills of reading and writing but too little emphasis is placed on developing higher skills in speaking and listening. Plans show that not enough time is allocated to role play, drama, discussion and debate.
70. The structure of the literacy hour is used effectively in English lessons. Teachers engage pupils successfully during whole-class text level work. Skilful questioning, appealing texts and good subject knowledge work together to produce lively, brisk learning sessions. Tasks set for pupils are appropriately challenging and relate well to the context of the lesson. Pupils nearly always understand what it is they have to do, do not interrupt the teacher and work hard. Amongst these many strengths there is a clear weakness. The range of learning strategies used is narrow and restrictive. All too often, after engaging in the whole-class activity, pupils are required to record work in their own small exercise books. Opportunities for pupils to engage in constructive discussion, debate, brainstorming and negotiation are missed. Furthermore, teachers spend too much time repeating key learning points to individuals instead of interacting effectively with as many pupils as possible.
71. In the main, teachers work in year group teams well, sharing expertise and reducing administrative tasks. This good practice ensures pupils of a similar age have comparable learning experiences and equal opportunities. Learning objectives for lessons are well defined and are used throughout the lesson to guide teaching and learning. A notable feature is the use of learning objectives in the feedback offered

to pupils. Comments are constructive and used in conjunction with a simple set of symbols. As a result pupils know how they are progressing, where they have been successful and what needs to be improved.

72. The curriculum is well planned with a detailed scheme of work. All aspects of English are covered appropriately although not enough use is made of information and communication technology. Thorough analysis is made of test results with general areas of weakness identified and acted upon by teachers. The subject is managed effectively. There is a clear vision and businesslike approach to bringing about improvements. The school is in a strong position to move forward in relation to evaluating its own performance and ensuring that all staff work cohesively towards common goals.
73. The school has a wide range of fiction and reference books although younger pupils, particularly boys, complain about the limited range of non-fiction reading material. In the main, books are not stored and displayed well enough. Except for Year 4, book corners set up in classroom alcoves are unattractive and uninviting to pupils. The school's stock of library books, recently moved to make room for teaching space, is dispersed around the school. This has resulted in some confusion amongst pupils who now find it difficult to locate reference materials. Furthermore, there is significant risk of damage due to neglect and inefficient use of a major financial investment.

MATHEMATICS

74. The results of the 2000 standard national tests for 11 year old pupils were above the national average and in line with the average for similar schools. The standards of higher attaining pupils were above average compared to those in similar schools. Standards in mathematics have been rising in recent years at a rate higher than nationally. Girls and boys have achieved similar levels. The standards seen during the inspection are well above the national average. Both lower and higher attaining pupils achieve very well, as do those with special educational needs. Since the last inspection there has been an improvement in the performance of higher attaining pupils. These pupils are achieving greater success due to the raised expectations of their teachers allied to extended planning that identifies the specific learning intentions for lessons.
75. Generally, pupils display a good command of oral skills and are able to use correct mathematical vocabulary. This is particularly noticeable in Years 3 and 4. Year 3 pupils add and subtract numbers with two digits mentally and many can convert lengths from millimeters to centimeters and meters, including the correct use of decimals. They have very good estimation skills, being able to gauge the length of a room in meters or the circumference of a pot in centimeters. Year 4 pupils are able to classify two-dimensional shapes using mathematical properties and find perimeters of complex shapes with some able to discuss a possible formula for this. By the end of Year 4 most pupils are secure in their knowledge of multiplication and division facts up to times five and including times ten tables. Year 5 pupils can successfully manipulate three-digit numbers, rounding to the nearest ten and 100 and confidently suggest equivalent fractions. Year 6 pupils can demonstrate their mental skills by describing facts about given three digit numbers such as 397 is odd; it is three less than 400; and it has 300, 90 and seven. More able pupils are able to suggest complex facts such as 650 is 100 less than $\frac{3}{4}$ of 1000.

76. Pupils are able to apply their numeracy skills in a range of subjects across the curriculum for example, in displaying data from scientific experiments and measuring and shaping materials in design and technology. Pupils with special educational needs make good progress. There are no significant gender or inclusion issues.
77. Pupils enjoy mathematics, showing high levels of interest and concentration. They work very well together and can work independently when required. In one Year 4 group, pupils worked co-operatively, discussing possible approaches to a set problem about the perimeter of regular polygons and then checked their findings against the general statement under scrutiny. Pupils use equipment carefully and share well.
78. The quality of teaching ranges from satisfactory to excellent and in most cases is good. Teachers have very good subject knowledge and they plan lessons carefully, guided by clear objectives that are shared with pupils. The plans are designed to meet the needs of pupils of all abilities. The targets for each lesson are written on display cards and the pupils write these as their lesson titles. Constant reference is made to these during the lessons and this helps to focus the group and help them to measure progress during the lesson. Support staff are well briefed to ensure they contribute effectively to lessons. Introductions and mental and oral sessions are conducted at a good pace and lessons are appropriately demanding because teachers have high expectations. These challenging and stimulating mental warm up activities lead to pupils developing a good range of efficient strategies for mental calculation. Teachers manage their pupils well and demand and achieve high standards of behaviour. They use time well, maintaining a brisk pace and an air of excitement.
79. Correct mathematical vocabulary is encouraged and used consistently. The main activities for lessons are adapted well for pupils of different abilities and learning support assistants are very effective in their work with lower attaining pupils and those with special educational needs. The closing sequence of lessons is used effectively to reinforce the targets and suggest what the next step might be. Some teachers use this time to set a challenging task, for example, after a Year 3 lesson involving the manipulation of three-digit numbers, the teacher used the closing sequence to reinforce this and then gave the pupils a four-digit problem which they were able to solve after some debate. However, on some occasions, teachers do not devote time to allow pupils to share their views and ideas with each other before sharing them with the group as a whole. Homework is generally appropriate and extends lessons well. Teachers make good use of daily assessments to inform their planning. In Year 3 the teachers agree on two major assessment targets for the week and assess the progress of each pupil against these. Targets which have not been met are re-visited during the term. During the inspection a Year 4 teacher completely revised her plan for a lesson based on her assessment of progress made in the previous one.
80. The mathematics co-ordinator provides very good leadership and has indepth subject knowledge. The curriculum is planned effectively and supported through use of material from a variety of sources. The implementation of the National Numeracy Strategy has been consistent throughout the school and the impact is monitored effectively. Teachers have been trained well and this has had a positive effect on the mental and oral element of lessons. Pupils are assessed regularly and teachers meet in their year groups to discuss progress. The co-ordinator monitors samples of work and compares these with the teachers' planning. She highlights areas that require more coverage. This places the school in a firm position to bring about necessary improvements and enable all staff to work as a united team in the pursuit of

excellence. The attainment of pupils is assessed as they join the school at Year 3 and teachers set challenging targets for them. There is a limited use of information and communication technology in the subject and more use could be made of it for assessment purposes, to broaden the subject and to aid mathematical experimentation. Resources are generally good and are used very effectively. Overall, the subject is led very effectively and there is a clear vision of what is required in order to make greater progress.

SCIENCE

81. In the 2000 national tests, pupils aged 11 years achieved standards above the national averages and their results were in line with those of similar schools. Higher attaining pupils achieved well. The proportion of pupils achieving beyond the expected level was higher than the national average and was in line with that achieved in similar schools. Science results have shown an upward trend in recent years and the results for 2001 continued to show an overall improvement with more pupils gaining the national average although fewer pupils managed to achieve beyond the expected level. Comparisons with similar schools were not available at the time of the inspection. These results and the standards of work seen during the inspection indicate attainment to be well above average and to have improved since the previous inspection. During lessons, all pupils including higher attainers do very well. Pupils with special educational needs also do well. There are no significant differences between boys' and girls' achievement. Substantial progress has been made in this subject.
82. The standards of work seen in Year 6, at this the start of the school year, show pupils able to conduct their own investigations into the permeability of different soils. They can control variables and evaluate their findings. The plans for their investigations, diagrams and the recordings of results are of a very high standard. This is because pupils have systematically acquired their skills of enquiry throughout the school. Inspection evidence clearly identifies how the key factors to be considered in an investigation into the transparency of materials are introduced in Year 3. In Year 4 pupils plan very carefully and predict which materials will act as good conductors of electricity and pupils' investigations of forces in Year 5 are of a particularly high standard. The way in which pupils progressively learn investigative skills as they gain more and more knowledge is very apparent.
83. Pupils have very good attitudes to science. Group investigations ensure development of social skills. They enjoy their lessons and co-operate well as they undertake their experiments. This was especially evident in Year 5 as pupils worked constructively and without any fuss gathering their equipment and setting up ramps and different surfaces, both in and away from the classroom, in order to find out more about friction and gravity. Year 3 pupils are keen to experiment as they use torches to shine light through different materials. In a Year 4 lesson, pupils excelled themselves as they independently accessed electrical equipment and then constructed circuits. They had planned their investigation into conductors and insulators, made a prediction and prepared a table for their results before starting their practical work. These pupils then completed their tests totally unaided. In Year 6 work is very neatly presented and indicates a sophisticated approach to enquiries.
84. From the analysis of work and observations made in lessons it is clear that pupils work very hard and are enabled to undertake their investigations in a purposeful and productive manner. They use their numeracy skills effectively. In Year 5, for example, pupils work out the average of the distances travelled along different surfaces by cars

coming off a ramp. They complete tables of results having gathered data and successfully evaluate their findings. Literacy skills contribute significantly to the high standards achieved by pupils. They make lists, complete investigation reports and label diagrams carefully and competently. However, pupils do not have enough opportunities to use information technology in their science lessons. The school does have a data logger and sensor but it is underused. Many of the templates for recording results are produced by the teacher on the computer. Opportunities for pupils to produce these for themselves are underdeveloped.

85. The overall quality of science teaching is good. The co-ordinator provides a very effective role model and leads by example. Teaching is particularly good in Years 3 and 4. During the inspection examples of very good lessons and an excellent lesson were seen. This is because teachers have good subject knowledge and they provide pupils with opportunities to discover for themselves. For example, teachers carefully guide Year 4 pupils through the stages of planning for their 'conductors and insulators' investigation and then enable them to work independently. In Year 5, teachers use a computer generated investigation format to support the preparation for a 'friction' investigation. Support staff are well prepared for lessons and make a significant contribution to pupils' learning. Teachers explain clearly the purpose of lessons and the role that support staff are to play.
86. Teachers plan effectively. They make sure that all three classes in each year group undertake similar work and fulfil comparable tasks. This detailed planning contributed significantly to the way in which supply teachers replaced two teachers in Year 6 and provided pupils with successful lessons during the inspection. At the start of lessons teachers ensure that pupils are confident about what they are going to learn and why. In the most effective lessons, skilful questioning and continuous monitoring of pupils' progress helps teachers make certain that higher attainers are challenged sufficiently. In some lessons introductions can be too long and there are some missed opportunities for pupils to discuss and debate their ideas as teachers tend to lead all the feedbacks at the end of lessons. There are some occasions when ideas from the pupils, especially the higher attainers, get lost. Pupils with special educational needs are supported effectively through the intervention of the teacher prepared recording sheets or the help of well-briefed learning support assistants. Some parents take part in science sessions and make a significant contribution to pupils' learning. Teachers' marking is usually of good quality and helps pupils monitor their own progress.
87. Science is very well led. The co-ordinator has very good subject knowledge. She is also taking part in a programme of professional development that involves research. This additional studying is enhancing not only her role but it is also having a significant impact on science throughout the school. The effectiveness of her role is seen within the assessment strategies that have been introduced and evaluated throughout the school. Lessons have been observed, pupils' attainment has been tracked, data has been analysed and the outcomes have been evaluated. Work sampling has been undertaken and this has helped to make sure that the issues raised in the previous inspection have been addressed successfully. Good use is made of a published resource that concentrates on developing pupils' learning based upon what they already know and can do. It complements the scheme of work that the co-ordinator has produced. The co-ordinator is aware of the need for teachers and pupils to use information and communication technology more effectively in lessons and she is setting a good example. The science club that she runs successfully enhances the curriculum provision for this subject and offers opportunities for some younger pupils to attend an extra-curricular activity.

ART AND DESIGN

88. At the end of Key Stage 2, standards of attainment are at the levels expected nationally. All pupils, including lower attainers, make at least satisfactory progress and many pupils make good progress in drawing. By the end of Year 6 they include a lot of detail in their sketches of natural objects, and in their drawings of people they create a good sense of movement. This represents an improvement since the last inspection and the school has satisfactorily addressed the key issue from that report. A new scheme of work has been implemented that supports teachers' planning.
89. Throughout the key stage, pupils sketch designs as a guide for developing larger pieces of work. Pupils in Year 6 use sketches of local buildings as the starting point for a watercolour painting. They pay particular attention to perspective and the use of colour. Pupils confidently mix colours and use drawing pencils and paintbrushes with increasing skill. Pupils in Year 4 investigate different styles of chairs, noting their use and what they are made from. They then draw chair designs of their own before making them. They think carefully about whom the chair is for, and work hard to include appropriate features. Pupils study the work of famous artists carefully in order to support their developing knowledge and understanding of art and design. They recreate the work of Monet in two and three dimensions, and are able to comment on their likes and dislikes of a range of artists' work.
90. There is a positive approach to art and design work across the school and pupils make use of it in other subject areas. In history, pupils paint pictures of Henry VIII and his wives when studying the Tudors. Their work is detailed, good attention is paid to proportion and colour is used well. Clay tiles depicting the ships of the Spanish Armada were particularly well made. The study of Aboriginal art led to some particularly well constructed and finished pictures, and contributed to pupils' cultural awareness. Pupils enjoy art and concentrate during lessons. They work well individually but have few opportunities to work collaboratively on large pieces of work.
91. Teaching is satisfactory with some very good features. Lessons have clear objectives and build on what pupils already know and can do. In the best lessons teachers are well prepared and create an atmosphere within the classroom that helps pupils to concentrate fully on their work. For example, the playing of music in a Year 6 lesson encouraged pupils to apply themselves fully to the painting of a watercolour picture. Teachers use resources appropriately. Units of work are evaluated by teachers and amended as necessary. A school portfolio of pupils' work shows the different aspects of art and design that have been taught within each year group. Assessment of pupils' work against national expectations is not yet sufficiently developed to enable teachers to make specific comments on the quality of individual pupil's work. The use of sketch books is inconsistent across the school. Where they are used well they provide a good tool for pupils to create and refine ideas before they begin a piece of work.
92. The co-ordinator has only been in post for a very few weeks. The previous co-ordinator provided a good action plan for the development of art. A new whole-school scheme of work has been implemented and new resources purchased. Teachers' planning has been monitored and portfolios of pupils' work have been established. Targets for each year group have been established and areas for development have been identified. Display is variable across the school. Where it is used well it values pupils' work, and creates a stimulating learning environment. The need to establish a whole-school approach to displaying work, and how to use it as a way of celebrating pupils' achievements has been identified as a priority development

for the subject. The use of information technology to support learning is in the early stages of development.

93. The school has linked with the community to work with a range of artists. All pupils contributed to a large mosaic as part of the school's millennium celebrations. Pupils also helped to make a mosaic table for a local nature trail based on designs derived from wildlife. The local environment is used well to support pupils' learning in art. Art supports pupils' social development well.

DESIGN AND TECHNOLOGY

94. It was not possible to observe any design and technology lessons during the inspection. In addition, due to recent staff changes, the post of design and technology co-ordinator is vacant. On the basis of work seen, photographs, the co-ordinator's file and discussions with the headteacher, standards at the end of Key Stage 2 are judged to be at the level expected nationally. These findings are similar to those of the last inspection.
95. Pupils evaluate 'real' products to ascertain their suitability for a particular purpose. They are able to identify the critical components of objects. Pupils write detailed accounts of their work and show an increasing ability to use technical vocabulary. Pupils are able to work to a design brief. They make detailed annotated designs and identify the tools and materials required to make the product. Pupils make prototypes and modify their work as necessary. Products are well constructed and evaluated. The use of information technology to support pupils' learning is underdeveloped. Opportunities for pupils to work on collaborative pieces of work are limited.
96. The school's scheme of work has been improved since the last inspection to ensure that pupils experience all aspects of the subject. Recent training has improved teachers' knowledge and confidence. They plan carefully, lessons build on previously undertaken work, and learning objectives are clearly identified. Formal assessment of pupils' work, is underdeveloped. Health and safety is given high priority.
97. Visiting experts are used well to enhance pupils' learning experiences. During 'Samba Week' pupils designed and made their own costumes. These were very well constructed and successfully fulfilled the design brief. The guidance of a professional kite maker ensured that pupils were able to design and make kites and then fly them successfully on the school field. Literacy and numeracy skills are promoted well. Pupils write accounts, use their knowledge of shapes and practise their measuring skills. Links to other areas of the curriculum are made, for example, pupils design and make musical instruments and use them to play original compositions. Resources are adequate and good use is made of recycled materials.

GEOGRAPHY

98. During the inspection, it was not possible to observe any lessons in order to make an informed judgement about the quality of teaching. On the basis of samples of work, especially those of last year's Year 6, photographs, displays around the school, and discussions with the co-ordinator standards at the end of Key Stage 2 are deemed to be well above national expectations. The school has made very good progress since the last inspection, and raised standards in the use of enquiry as an effective means

of pupils developing and establishing geographical skills. Overall, pupils achieve very well. Their progress is very good in Years 3 and 4. It is slower in Years 5 and 6, but is still good.

99. By the end of Year 6 most pupils have developed a very good level of knowledge and understanding across all aspects of the geography curriculum. The use of a wide range of evidence sources is well established by the end of the key stage. Pupils know the location of the main cities in the British Isles and of most European countries. They are able to compare and contrast localities in the British Isles and France. They are able to research and give reasons why a particular site was first settled and describe its development over time. Through the use of aerial photographs and maps they are able to analyse how land is used. Pupils use maps of varying scales to help them present their work in many different ways. They use graphs and tables, and draw maps and annotated diagrams. Actual local issues are used very well to enhance pupils' knowledge and understanding. For example, pupils in Year 5 became very involved with their community by collecting evidence and offering solutions to a serious traffic problem in their village. They devised questionnaires, sought opinions and completed traffic surveys. They analysed their findings and suggested possible solutions. Pupils made effective use of these opportunities to work collaboratively. Opportunities for pupils to work collaboratively in this way are not used sufficiently by teachers.
100. Pupils in Year 3 and Year 4 achieve particularly well and are able to describe the physical and human features of different localities. They are aware that places have similar and different characteristics. When studying a village in Kenya they compare it with their own village. They note the differences in housing, roads and the environment. They use their knowledge to offer reasons for some of their findings. For example, they suggest that it is likely to be hot in Kenya because it is on the equator. Resources are used well to support pupils' learning. They use maps, plans, information texts and data in their research and draw conclusions from it. Pupils are able to locate Kenya and the village they are studying on maps of differing scales. They use labels and keys appropriately. Pupils develop a thorough understanding of the water cycle and study rivers in some depth. They learn about erosion and deposition, complete diagrams accurately, and give clear explanations for events. Most pupils are developing a very good understanding of geographical vocabulary and use it appropriately in their work.
101. Pupils' work is well presented throughout. In Years 3 and 4 pupils are encouraged to evaluate their work and comment on what they have learned. They are beginning to develop an understanding of their own abilities. This process of self-evaluation is not yet sufficiently developed throughout the school to ensure that by Year 6 pupils have a good understanding of their own ability and can recognise what they need to concentrate on next.
102. Teachers' planning is good. They plan for pupils of differing ability using the school's detailed scheme of work. Additional tasks for higher attainers are identified. Throughout the key stage teachers make sure that pupils develop an increasing ability to use enquiry as a way of improving their knowledge and understanding. In Year 6 they can make suggestions as to how man might manage natural events such as the flooding caused by rivers bursting their banks. In addition they begin to describe and comment upon man's impact on the landscape and the environment.
103. Geography is used well to develop pupils' literacy and numeracy skills. Pupils write accounts and explanations of increasing complexity. They use data very well and present their findings in a variety of ways. The marking of pupils' work lacks

consistency across the year groups. The best marking is used to clarify pupils' misconceptions, praise them for their efforts, confirm what the pupils have learned and extend their thinking through the posing of questions. The use of information technology to support pupils' learning is in the early stages of development. However, pupils do produce graphs, and some pupils make use of CD ROMs and the Internet for research. The school grounds and the local area are used well to support pupils' learning.

104. The co-ordinator provides very strong leadership. She is very knowledgeable and has a clear vision for the future of the subject. She provides very good support for other teachers. The further use of assessment and information technology, and the teaching of citizenship through geography are all areas currently under development. The co-ordinator monitors standards by looking at teachers' plans and pupils' work. Pupils are assessed at the end of each unit of work using agreed National Curriculum level descriptors. At the end of each year, teachers evaluate the work covered and make adjustments to the scheme of work for the next year if necessary. Resources are adequate and used well.

HISTORY

105. Standards achieved by pupils at the age of 11 are above the national expectation. They make good progress with their enquiry skills as they study their topics, looking at a range of artefacts, photographs and eye witness accounts. Pupils understand how they can find out about and then interpret information from the past. Pupils of all abilities do well in history. There has been satisfactory improvement since the last inspection.
106. Samples of work produced by the previous Year 6 cohort give examples of how pupils interpreted floor plans of Tudor houses and then related what houses of that period were like. In the current Years 5 and 6, pupils scrutinise reference books and newspaper reports for first hand accounts of the experiences of evacuees during World War II. They interpret successfully the information they have gathered. A local study focusing on the emergence of nearby Weston-Super-Mare as a seaside resort clearly emphasises the effective use of first hand documentary evidence. In the current Year 4, pupils study pictures of ancient Greek urns and vases. Images on these artefacts are analysed to collect facts about the homes of that time. These facts are then reported to the class. Pupils are aware of and can explain what is meant by chronology. They can discuss when the ancient Greeks lived showing a good understanding of what this period of history was all about.
107. Pupils' attitudes to history are always good and usually very good. They collaborate and share reference books in order to research further and go beyond just describing their observations. They think about, interpret and offer suggestions as to why things are as they are. However, there are limited opportunities for higher attainers to talk about and share the outcomes of their work.
108. The teaching of history is good. Teachers plan effectively within and across year groups using the school's scheme of work. This provides for continuity in learning. Specific learning intentions for each lesson are shared with the pupils and appropriate strategies are used by teachers to ensure that higher attaining pupils are challenged and that lower attaining pupils and those with special educational needs are encouraged and enabled to reach their potential. Undemanding worksheets that pupils completed during the previous inspection have been discarded and teachers focus very much on developing the historical enquiry skills of the pupils. Teachers'

questioning techniques encourage all pupils to participate in discussions. Links with other subjects contribute to the effectiveness of lessons. An artist's painting of Paddington Station at the time of World War II provides a stimulus for discussion about how evacuees coped with their feelings when leaving home. Literacy skills impact favourably on pupils' writing as when they are asked to produce a list of facts about ancient Greek homes. Pupils do not have enough opportunities to use their information and communication technology capability in history. There are also missed opportunities for pupils to explore history through drama.

109. Some displays in the classrooms effectively contribute to the range of resources available for pupils to use for reference. There is a lack of work produced by pupils that can be shared with others to describe and celebrate what they have found out for themselves. A recently acquired set of British Rail posters provides a wealth of information for pupils to use during their local study topic. Visits to places of historical interest such as Chepstow Castle do much to support the history curriculum as do visitors to the school. These events also have a favourable impact on pupils' cultural development.
110. The history co-ordinator has very good knowledge of this subject and it is led well. She has worked hard to develop a local study pack for Years 5 and 6 to address an omission noted during the previous inspection. Enquiry skills were also deemed to be requiring improvement at that time. This too has been dealt with satisfactorily. Monitoring of history has been successful. A focus on tracking 'reasons for and the results of' events in history throughout the school has helped to ensure that pupils build on prior knowledge. Monitoring of planning has also helped to ensure equality of access to all classes in the same year group. The co-ordinator is well aware of the need to integrate information and communication technology into the history scheme of work and is anxious to develop more liaison with partner schools.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. Standards in this subject are generally in line with national expectations although there are a few gaps in the school's provision. Access has improved significantly since the last inspection because there is now a central network in the computer suite and a computer available in each classroom. There is a central control tool that provides a powerful teaching aid used by teachers to demonstrate on each computer screen. There has also been an improvement in the standard of planning. Very clear targets are set for each year group with differentiated tasks and links to recommended schemes of work highlighted effectively. The provision for pupils with special educational needs is greatly improved with the allocation of a daily period in the computer suite and a separate computer in the special educational needs area. As a result these pupils are progressing well.
112. Pupils in Year 3 are able to log on and find programmes. They are able to manipulate and edit text in a word-processing exercise, changing sizes and colours of fonts in order to produce calligrams (words written in a form that conveys their meaning). By Year 4, pupils are able to arrange text and graphics and make simple alterations. Year 5 pupils can move, rotate and re-size graphic elements. Using an abstract work, they are able to produce their own versions and print their results. They can describe their actions using correct vocabulary and they are able to suggest possible improvements. They can use the different colour and texture functions confidently and move and rotate their shapes. Year 6 pupils are able to find a web page and find different forms of information. They are able to describe what a 'Uniform Resource Locator' is and use appropriate stored information.

113. Pupils display a very positive attitude to using computers. They research information and make presentations in a variety of forms taking account of their audience. For example, the whole school has taken part in producing a newspaper with each year group being responsible for producing news items covering a different aspect. These contributions are given to editors in the computer suite who put them together in a suitable form for publication. In developing ideas and making things happen, pupils use a data-logger and sound sensor to measure and record sound levels. In exchanging and sharing information the pupils send an internal e-mail but have yet to have e-mail addresses and send to outside locations. Work is beginning on a school web site with the help of a school governor and members of the school association. Pupils are able to review, modify and evaluate their work to an acceptable standard. They are responsible, work independently, co-operate very well in shared tasks and use equipment carefully.
114. The subject helps to cultivate spiritual, moral, social and cultural understanding. Pupils are in wonder as they watch demonstrations conducted on the linked network and also when they print out their artwork. Their use of equipment and ability to share illustrates their moral development and their collaboration and willingness to discuss problems suggests that their social understanding is also being cultivated. The Internet is used to provide information about different groups of people and pupils are able to find pictures and clip art to represent other cultures. There are no significant gender or inclusion issues.
115. Teaching ranges from satisfactory to very good and is good overall. Where teaching is very good, the teacher demonstrates high levels of technical skill in teaching basic skills and sets high expectations for the pupils. Teachers have varied levels of subject knowledge and technical understanding, however, the staff are beginning their formal, funded training programme this year. Planning is good and offers extension activities for higher attainers and suggestions to support pupils with special educational needs. There is no formal assessment of information and communication technology skills throughout the school; however, teachers do assess progress of their classes as they complete each half term of study.
116. The school's curriculum plans do not yet provide sufficient specific examples of activities to be included to help guide teachers in their planning for using information and communication technology within each subject. There are missed opportunities for pupils to save completed tasks to individual files and they are not building up portfolios of their work in order to track their progress. The school has made good progress since the last inspection in providing more computers and improving some aspects of information and communication technology curriculum plans. The school is in line to have the recommended ratio of computers to pupils by 2002. Even so, the subject rightly remains a priority for the school. Further improvements are needed in the number of computers, training and guidance for teachers and more detailed information on how to use information and communication technology to enhance other subjects.
117. The subject co-ordinator is effective in providing a clear direction for improvements in the subject and he has very good subject knowledge and technical understanding. At the time of the inspection the co-ordinator is seconded to another school and returns for a half day each week. This has had an impact on the speed at which he would like to bring development to the subject. Appropriate targets have been identified for the use of new funding.

MUSIC

118. During the inspection evidence was based on the observation of two lessons, one in Year 5 and one in Year 3. Analysis was made of the commercial scheme of work used to guide teaching and learning, teachers' planning and discussion with pupils. In addition, recordings made of music played and composed by pupils during lessons and school concerts were listened to and watched.
119. Music has a firm place in the school's curriculum and all pupils are actively encouraged to enjoy and participate in music lessons. The success of the school is underpinned by three significant factors. Firstly, the scheme of work is sufficiently detailed to enable non-specialists to teach music to a reasonable standard. Consequently, pupils progress at a steady, reasonable rate as they move up through the school. Secondly, a large number of pupils learn to play a musical instrument and benefit from the expertise of teachers employed by the local education authority's music service. Thirdly, staff skilled at playing a musical instrument offer good role models and successfully enthuse pupils.
120. Overall, standards of teaching and learning are at a satisfactory level. This was the position at the time of the last inspection, therefore standards achieved by the school have remained constant. There is no significant difference between the attainment of boys and girls. Pupils of all abilities are fully involved in lessons and the good relationships between teachers and pupils ensure that even the most self-conscious and shy pupils are included and helped to participate to the full. Higher attainers, especially those who learn to play a musical instrument are not always challenged sufficiently to build on their prior knowledge.
121. In lessons, pupils sing together confidently and accurately, relating their contribution to that of other performers. Simple tasks, such as singing a well known song are performed to a satisfactory musical standard. During end of term concerts pupils sing clearly, accurately and with appropriate expression. Their singing connects with audiences well. Pupils are developing a reasonable appreciation and understanding of contrasting styles, technical vocabulary and the many cultural influences affecting the range of music enjoyed in our multicultural society.
122. Attitudes to learning in music are good. Pupils demonstrate pride in their singing, and a sense of purpose when exploring music and using musical instruments. In a Year 5 lesson pupils willingly took the lead when exploring and controlling the sounds and rhythms produced by a range of untuned percussion instruments. Furthermore, pupils talked particularly eagerly about the school's recent musician in residence event, 'Samba Week', which culminated in a Caribbean carnival.
123. The school is mindful of the need to promote spiritual and cultural awareness in its pupils. The choice of music made in the scheme of work and the way in which it is used enables teachers to successfully promote understanding and appreciation of the rich and varied styles of music in the world today and how they influence our lives. The contribution to spiritual awareness, although less well marked in music lessons, is clearly evident in whole-school events such as assemblies and concerts.
124. The quality of teaching is at least sound. Lessons taken from a published scheme are carefully selected and build on pupils' prior learning effectively. A limitation is that the attainment developed by some pupils learning to play a musical instrument is not fully exploited in lessons. Recorded music is played on equipment that has good sound quality. This motivates pupils to listen and do their best because they can hear sounds, tunes and words clearly and know what teachers expect of them. However,

the use of tape recordings as opposed to compact discs causes some delay in lessons when specific extracts can not be located swiftly. This reduces the pace of lessons and provides unnecessary opportunities for pupils' interest to wane.

125. Overall, resources are sufficient in number for the size of the school and are of good quality. However, the storage and access arrangements are unsatisfactory. Given the high cost of musical instruments, insufficient care is taken to ensure that the school secures good value for its monetary investment. Furthermore, the condition of the resources cannot be relied upon to always meet the needs of the scheme of work, and the normal demands of teaching and learning in a junior school.

PHYSICAL EDUCATION

126. Standards in physical education are in line with national expectations. Most pupils make satisfactory progress and all pupils receive their full curriculum entitlement. This is similar to the findings of the last inspection. Each year group covers 12 units of study, with three units for dance, gymnastics, ball skills and athletics or swimming. By the end of Year 4 almost all pupils can swim 25 metres. Pupils are encouraged to be aware of the importance of warming up and cooling down activities and the effect of exercise on their bodies and how it contributes to their general health. Pupils in Year 3 have good control skills and are able to pass a ball accurately. In games, they practise and develop basic skills and they take part in team games of various sorts. In Year 5, pupils experience a wide range of games activities and most are able to demonstrate satisfactory skills in hockey, football and netball. In Year 6 pupils move around the playground with increasing control and are able to perform a range of passing, catching and volleying skills. Higher attaining pupils develop their racquet skills and ball control well and perform a series of movements with increasing control and accuracy. They are able to review their performance and suggest how they could improve. They are developing good tactical awareness and an understanding of rules and expectations.
127. Most pupils participate enthusiastically and behave well. Pupils are willing to share ideas, work co-operatively and display a caring attitude for each other. Apparatus is sensibly and responsibly used and pupils show due regard for rules and fair play during team activities. Pupils show interest in their studies and they are able to maintain sustained concentration when listening to instructions.
128. Teaching varies from satisfactory to good and is satisfactory overall. Teachers change into suitable clothing and footwear for lessons. Planning is good with opportunities for pupils of all abilities to work at appropriate levels. Pupils are made aware of the target for each lesson and reminded about health and safety issues. Teachers have varied subject knowledge but all are keen to take part actively in demonstrating skills. Sometimes, opportunities are missed to show correct technique in improving pupils' skills and through constructive criticism of each other's performance. In good lessons, teachers use able pupils to demonstrate good technique and pupils are encouraged to watch closely and look for finer points of the action involved. Teachers manage the behaviour of pupils well and provision is made for pupils with special educational needs who make satisfactory progress.
129. The scheme of work is based on a successful gymnastics scheme and this is used successfully by all staff. The teachers also use specially developed packs that provide lesson activities and skill development advice. The school's sports' day, held each summer, is designed to involve pupils for all of the time with activities based on the skills taught during the year. After school activities add significantly to the breadth

of the subject and visiting coaches help with football, rugby, cricket and outdoor adventure activities. The school uses some of its optional curriculum time for games activities contributing much to pupils' learning.

130. The co-ordinator has very good subject knowledge and experience. She has a good understanding of the requirements needed to deliver the subject. There is no formal monitoring of the development of skills, however, the co-ordinator has begun to make pupil assessments and collect information about progress. Accommodation and resources for the subject are good overall. There is an ample supply of good quality equipment, which allows teachers to plan activities for small teams. The field and two hard court surfaces are of an excellent quality. These areas are used effectively.

RELIGIOUS EDUCATION

131. Standards achieved at age 11 are in line with the expectations expressed in North Somerset's Locally Agreed Syllabus. This represents a marked improvement on the school's position at the time of the last inspection when standards were judged to be below those expected for junior aged pupils.
132. Furthermore, in the last inspection progress was judged to be slow, erratic and unsatisfactory. The school's response has been swift and effective. Systems introduced for monitoring and evaluating teaching and learning in religious education have brought about significant improvement. Evidence from scrutiny of pupils' work and matching this with the scheme of work indicates that pupils make at least satisfactory progress as they move through the school.
133. The quality of teaching and learning is now sound throughout the school. This is due in large part to the detailed scheme of work which provides the overarching structure for what is taught. This is in sharp contrast to the findings of the last inspection when planning was a major weakness. The improvements achieved represent significant progress in two years. Teachers working with pupils of a similar age, plan individual lessons together. This enables them to share expertise effectively, ensures a high level of consistency between classes and secures equality of opportunity for all pupils.
134. In the main, lessons address two main functions of religious education successfully. They enable pupils to relate religious practices and principles to their own lives. They develop pupils' understanding of the similarities and differences between major world faiths. When studying special places, Year 5 pupils were able to identify the factors influencing their own choice, respect the differences expressed within the class and make simple links between their own feelings and behaviour with those of people sharing a common religious belief.
135. When linking this with sacred places of worship, pupils demonstrated appropriate awareness of the symbolism of different buildings to different faiths. By identifying cathedrals, chapels and churches, these Year 5 pupils showed a growing awareness of the significance of different practices to believers within the same religious group.
136. Relationships between pupils and pupils and adults are good in all respects. Teachers show empathy with their pupils, are firm but fair and value all contributions made in lessons. Consequently pupils give of their best and openly share their views and ideas. This was clearly demonstrated in a Year 4 lesson when pupils willingly discussed people who are influential in their lives and how groups of people can affect the behaviour of individuals.

137. Pupils' attitudes in religious education lessons are generally very positive and constructive. Respect, care and concern for other people's feelings and beliefs are clear from the way in which they listen to each other and take interest in ideas put forward; especially when they differ from their own. Pupils of all abilities confidently express themselves without fear of ridicule or embarrassment. This inclusive and healthy atmosphere contributes significantly to the school's values and ethos.
138. The following are notable strengths in the teaching. The use of clear learning objectives which are explained well to pupils and used appropriately to mark work and help pupils improve. Teachers' questioning is good because it makes pupils think and explain their ideas using correct religious terminology. Teachers focus on the key skills of reading and writing. They have high expectations in relation to presentation in exercise books and encourage pupils to take great pride in their work
139. There are two main weaknesses in the teaching and they are inter-related. There is insufficient emphasis placed on developing higher skills of speaking and listening skills to the full. This is directly linked to the use of a narrow range of teaching strategies, including information technology capabilities. The heavy reliance on pupils recording work in isolation from one another results in many missed opportunities for pupils to raise relevant questions, discuss and debate issues of religious significance and through group work, evaluate, analyse and distinguish between opinions, facts and beliefs. Furthermore, this method of working adversely impacts on the use of teachers' time. Teachers are spending too much time talking to individual pupils, repeating learning points unnecessarily instead of interacting more efficiently with pairs or small groups. In addition, when lessons are longer than an hour and there is not enough variety in the tasks set, pupils lose their sense of curiosity and concentration begins to flag.
140. The school has improved its range of resources for religious education lessons over the past two years. These are now plentiful, matched well to the needs of the school's curriculum and are stored safely. As a result, teachers have easy access to artefacts, books, posters, videos and other audio visual aids which are used effectively to motivate and inspire pupils.
141. The work undertaken in religious education makes a reasonable contribution to pupils' spiritual, moral, social and cultural development. Topics selected, such as the Year 4 work on those who influence us, enable teachers to raise issues such as honesty, fairness and the difference between right and wrong. Teachers provide good role models when dealing with pupils and equipment. As a result, pupils show tolerance for others and treat religious resources with care and respect. Spirituality is addressed through consideration of issues such as 'who we are' and 'our place in the world'. The success of the school is clearly seen in the way in which pupils work amicably together in class and through the lack of tension and hostility between them at break times.
142. The leadership offered in religious education is particularly strong. Both the outgoing and incoming co-ordinator enjoy the confidence of staff and governors. They have a clear, shared vision for future improvements and demonstrate competency in judging the school's overall performance in relation to religious education.