

INSPECTION REPORT

BEACON RISE PRIMARY SCHOOL

Kingswood, Bristol

LEA area: South Gloucestershire

Unique reference number: 109133

Headteacher: Mrs. L. Stone

Reporting inspector: Mr. G. Williams
22704

Dates of inspection: 10th April to 13th April 2000

Inspection number: 217721

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Hanham Road Kingswood Bristol South Gloucestershire
Postcode:	BS15 8NU
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Appropriate authority:	South Gloucestershire
Name of chair of governors:	Mr. K. Strong
Date of previous inspection:	10 th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr. G. Williams	Registered inspector	Physical Education Equal Opportunities	What sort of school is it? The school's results and achievements. How well pupils are taught? What should the school do to improve further?
Mrs. D. Shields	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs. C. Llewellyn	Team Inspector	Science, Design & Technology	How good are the curricular opportunities offered to pupils?
Mrs. S. Barnes	Team Inspector	Information Technology, Geography	How well is the school led and managed?
Mrs. L. Simmons	Team Inspector	Art, Religious Education, Under Fives	
Mr. T. Gorman	Team Inspector	English, History	Special educational needs, English as an additional language
Mr. M. Brammer	Team Inspector	Mathematics, Music	How well does the school care for its pupils?

The inspection contractor was:

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Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Beacon Rise is a large primary school with 477 pupils between the ages of three and eleven years. There are sixty part-time three year olds in the nursery. English is the first language of all but three pupils attending the school. The school is situated just outside the Bristol boundary and is within the unitary authority of South Gloucestershire. It was built in 1905 and the majority of its pupils live mainly in the Kingswood or Hanham areas. There are 11.7% of pupils eligible for free school meals which is broadly in line with the national average and 23.7% of pupils identified as having special educational needs which is higher than the national average. One per cent of pupils have statements of special educational needs. The attainment of the children on entry in the reception class covers the full range but is average overall. Attainment on entry to the nursery is below average due to the proportion of children admitted with special educational needs as part of the county local authority provision.

On the 14th October, 1999 the school experienced a major fire which gutted one of the three main buildings. The local education authority were quick to erect four temporary units to cater for the accommodation lost in the fire. Despite this the school has continued to operate in an orderly manner with a minimum of disruption to pupils.

HOW GOOD THE SCHOOL IS

This is an improving school which provides a satisfactory education for its pupils. Their achievements are at least satisfactory in all subjects with the exception of information technology at Key Stage 2. Standards are good in English at both key stages, in mathematics at Key Stage 1. In art they are good in Key Stage 1, in history they are good in Key Stage 2 and in physical education they are good at both key stages. The quality of leadership is sound. The headteacher has a clear vision for the future development of the school and is very ably supported by a committed deputy head. The quality of teaching is satisfactory overall with a significant minority of good, very good and excellent teaching. Overall, the school's strengths outweigh its weaknesses. It gives satisfactory value for money.

What the school does well

- Pupils achieve good standards in English and physical education at both key stages; in mathematics, art and design and technology at Key Stage 1; and in history at Key Stage 2.
- Children in the nursery and reception classes make good progress so that most achieve or exceed the desirable learning outcomes by the time they are five.
- The quality of teaching and learning for the under fives and at Key Stage 1 is good overall.
- Provision for pupils with special educational needs is good and they make good progress.
- Provision for pupils' cultural development is good.
- Child protection procedures are very good.

What could be improved

- Raise the level of information technology to meet statutory requirements at Key Stage 2.
- Identify strategies to improve the quality of teaching in areas of Key Stage 2 to ensure consistent progress.
- Improve the behaviour in some classes at Key Stage 2, which is impeding good progress.

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

HOW WELL THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made good progress in addressing the issues raised by the previous inspection. Statutory requirements are now being met for mathematics, design and technology and geography, although standards in information technology still have to be raised at Key Stage 2. The school has now developed a whole school curricular framework to ensure continuity and progression in pupils' learning, which is already impacting on raising pupils' standards. The headteacher and deputy head have worked effectively and efficiently since the last inspection to establish a clear educational direction for the school, supporting and enabling teachers to become more confident and competent in teaching all aspects of the National Curriculum. This strategic planning has ensured a whole-school approach, and most staff are committed to

an effective team approach. Standards have improved in most areas including the setting of targets for future improvement. The school is now well placed to continue to improve.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	C	B	B
mathematics	C	C	C	C
science	C	C	D	D

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

Children under five achieve standards which are similar to national standards by the time they reach their fifth birthday. By the age of seven pupils achieve standards in national tests which are above average in reading, writing and mathematics. Observations made during the inspection generally confirm these results.

The above table shows that, in national tests at eleven, pupils achieve standards which are above average in English, average in mathematics and below in science. The findings of the inspection confirm the standards in English and mathematics but in science they are average indicating an improvement since the 1999 tests. The introduction of the National Numeracy and Literacy Strategies is having a positive impact on standards. Standards in information technology are unsatisfactory at Key Stage 2.

Pupils' achievements are good in physical education at both key stages. They are good in art and in design and technology at Key Stage 1 and history at Key Stage 2. They are satisfactory in all other subjects, including religious education, but unsatisfactory in information technology at Key Stage 2. Pupils with special educational needs make good progress throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are satisfactory.
Behaviour, in and out of classrooms	Behaviour is satisfactory overall. It is good at Key Stage 1 but variable at Key Stage 2, dependant on the amount of adult control. There have been no pupil exclusions during the last year.
Personal development and relationships	Satisfactory overall. Pupils undertake responsibility when given the opportunity but do not often take initiative. Relationships within the school are satisfactory.
Attendance	Since the previous inspection national standards have increased and, when compared to these, attendance is below figures found nationally. A significant minority of pupils arrive late.

In the nursery and at Key Stage 1 pupils are keen to come to school and in lessons are eager to learn. Pupils at both key stages are encouraged to accept responsibility but few demonstrate initiative. Pupils are generally motivated and take pride in their work and in the achievements of the school. Most behave well in and around the school and most approach tasks with interest and enthusiasm. However, where there is limited adult control a small number of pupils do not behave well and this sometimes reduces progress. Most pupils enjoy learning and are tolerant of each other and listen carefully when being asked questions or when others ask questions.

Pupils in most classes are motivated and take pride in their work and in the achievements of the school. At Key Stage 1, pupils behave well in class and around the school. However, at Key Stage 2 the behaviour of pupils often depends on the level of adult control and effective teaching. When this is not in place, behaviour deteriorates which sometimes interrupts the learning of motivated pupils. Generally pupils enjoy learning, and are tolerant of each other and respect each other's view point. In classes where the management of behaviour is good, pupils listen carefully when others respond or ask questions.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall throughout the school. Ninety seven per cent of teaching was satisfactory or better. Twenty five per cent was very good or better and sixty seven per cent was good or better. One per cent was excellent. The teachers generally are hard working, conscientious and committed to a team approach. There was some unsatisfactory teaching seen but this was minimal. This represents an improvement since the last inspection when there was reported to be too much unsatisfactory and poor teaching which constituted nearly a third of lessons observed.

Teaching of children under five was good overall. In Key Stage 1 it was very good overall and in Key Stage 2 it was satisfactory overall. The teaching of English and science at both key stages, and mathematics at Key Stage 1, is good. It is good in art at Key Stage 1, history at Key Stage 2 and physical education at both key stages. The teaching of literacy and numeracy is effective and starting to have a positive impact on the progress pupils make in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are satisfactory overall. Provision of extra-curricular activities is sound overall.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is good and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for personal development is good overall. The provision for pupils' spiritual, moral and social development is satisfactory. The provision for pupils' cultural development is good.
How well the school cares for its pupils	The procedures for child protection are very good and those for ensuring pupils' welfare are good overall.

The parents' views of the school are generally supportive of the school and its work. Most parents feel they are generally well informed but some expressed concern that they were not always informed about their children's progress. They feel they are happy to approach teachers if they have any concerns about their children. A small number of parents provide good support to teachers in the classrooms on educational visits and swimming, and work effectively with them to support their children's learning.

The curriculum for children under five is appropriately linked to the Desirable Learning Outcomes for children of that age. The curriculum for pupils of statutory school age meets the requirements of the National Curriculum and the Agreed Local Syllabus for religious education, with the exception of information technology at Key Stage 2.

The school's procedures for child protection are very good and those for ensuring pupils' welfare are good overall and compare well with the findings of the last report. Attendance is well monitored and absence is generally effectively followed up. The reasons for pupils' absences are obtained and the school monitors regular contact with the education welfare officer. There is a behaviour policy, which is under review, but in some classes at Key Stage 2 it is not followed up systematically. Records are kept which allows the school to identify where the high percentage of problems occur.

The school provides a generally safe environment in which to learn. The recent fire has caused major disruption in terms of limited yard space and restricted walkways. However, a major area of concern expressed by parents, governors and staff was the narrow entrance impeding quick access for fire or ambulance vehicles to enter the school during an emergency. This situation has been resolved and is no longer a safety risk. Within the classrooms, including the temporary buildings, the school provides a safe environment in which to learn. Overall the school monitors pupils' academic performance and personal development satisfactorily.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides sound, caring leadership suitably supported by the senior management team.
How well the governors fulfil their responsibilities	The governing body is effective in fulfilling most of its statutory responsibilities. They are suitably involved in shaping the direction of the school.
The school's evaluation of its performance	The school has set suitable targets for improvement and satisfactory steps have been taken to implement them.
The strategic use of resources	The school makes appropriate use of resources, including grants and other funding.

The leadership and management of the school are satisfactory. There is a shared commitment to improvement and the headteacher provides sound, caring leadership supported by the senior management team. The leadership effectively promotes appropriate educational direction and satisfactory standards in teaching and learning throughout the school. This indicates an improvement since the previous inspection where there were judged to be weaknesses in the educational guidance given by the headteacher and governing body. There has also been an improvement in the teaching overall, particularly at Key Stage 1 and upper Key Stage 2. The school has set suitable targets for improvements and taken satisfactory steps to implement them.

The governors are very supportive and are effective in fulfilling most of their statutory responsibilities. They have an appropriate understanding of the strengths and weaknesses of the school. The governing body is suitably involved in shaping the direction of the school. The school development plan is a sound document that clearly identifies targets. These are costed and have appropriate strategies for action and criteria by which the school can judge success in raising standards. The educational priorities of the school are well supported by careful financial planning. The school is making appropriate use of specific grants and other funds and suitable use is made of technology to monitor finance and special educational needs, and this has had a positive impact on the day to day running of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children make good progress and like school. • Teaching is good. • The school expects children to work hard and achieve their best. • The school is helping their children to become 	<ul style="list-style-type: none"> • Some parents do not think their children have the right amount of work to do at home. • Some parents do not feel well enough informed about how their children are getting on.

mature and responsible. • Behaviour in school is good. • The school is easy to approach with questions or a problem.	
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The inspection findings agree generally with the positive views expressed by parents with the exception of behaviour which is not always good in some classes. In terms of the concerns, the team again generally supports their views. However, parents have yet to receive the newly drafted homework policy.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards are generally average for most four year olds when they start school. By the time they are five children have made good progress in personal and social skills, language and literacy, mathematics and knowledge and understanding and satisfactory progress in their creative and physical development.
2. At the end of Key Stage 1, results in the National Curriculum Assessment Tests were above the national average in reading, well above in writing and in line with the national average in mathematics. In comparison with similar schools, results are above average in reading, well above average in writing and average in mathematics. Results have improved from the previous year in writing and standards in mathematics have been sustained. The inspection findings are that pupils at the end of Key Stage 1 achieve standards which are above average in reading, writing and mathematics.
3. At the end of Key Stage 2, results in the National Curriculum Assessment Tests are above average in English and in line with national standards in mathematics and science. In comparison with similar schools, results in English are above average, in line in mathematics and below in science. Results in the tests in 1999, indicated an improvement in English, with standards being sustained in mathematics and science. The inspection findings showed standards in English are above the national average, whilst in mathematics and science they are in line with the national average.
4. The school has set appropriate targets for English, mathematics and science. Staff have considered the levels of ability of all pupils and ensured that the targets are realistic. The school has effective measures in place to evaluate improvement, which is carefully monitored by the headteacher and deputy head. The school is making good progress towards meeting these results and thereby raise standards in line with the school's expectations.
5. Standards in speaking and listening skills are satisfactory at both key stages. Standards are good in writing and reading at both key stages. In mathematics, standards are good in Key Stage 1 and satisfactory in Key Stage 2. The use of information technology skills across the curriculum whilst broadly average at Key Stage 1 are not satisfactory at Key Stage 2. However, the school has recognised this and is taking steps to remedy the situation. Standards are good in literacy at both key stages and in numeracy at Key Stage 1. At Key Stage 2, standards in numeracy are satisfactory. The National Strategy in each area is having the desired impact. Standards in information technology are satisfactory at the end of Key Stage 1 but unsatisfactory at the end of Key Stage 2. Some aspects are not covered with sufficient regularity for pupils to make satisfactory progress, such as modelling, monitoring and research. Record keeping lacks the rigour and thoroughness of Key Stage 1 and the limited use of skills being used across the curriculum results in unsatisfactory progress by the end of Key Stage 2.

6. Pupils' achievement in physical education is good at both key stages. Achievement in art and design and technology at Key Stage 1 and history at Key Stage 2 is also good. Standards in other subjects are at least satisfactory at both key stages.
7. Pupils with special educational needs make good progress and generally achieve standards which match their capabilities well. They have positive attitudes to work and derive maximum benefit from their lessons. There is no significant difference in the attainment of boys and girls. Pupils with English as an additional language make good progress during lessons and make improvement commensurate with their abilities.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to school are satisfactory. In the nursery and at Key Stage 1, pupils are keen to come to school and are eager to learn. For example, in reception they want to show the teacher how well they can count backwards. At Key Stage 2 attitudes in the classroom reflect the quality of teaching. In discussion some older pupils do not show enthusiasm for lessons and other planned activities.
9. Ninety per cent of parents who returned questionnaires believe that behaviour is good. Inspection evidence shows it is good at Key Stage 1 and satisfactory at key stage 2. Overall it is satisfactory. Behaviour depends on the degree of adult control. Where there is good teaching this is matched by good behaviour. In some classes in Key Stage 2 the behavioural policy is not followed systematically. No bullying or racist behaviour was seen during the inspection. School records show that there have been occasional instances of both. Behaviour at lunchtime is usually satisfactory, but a small minority of pupils have a disproportionate negative effect. Records show that a high percentage of problems which occur are caused by pupils in one Year 5 class. There have been no pupil exclusions during the last year.
10. Relationships within the school are satisfactory. Most of the time pupils get on well together and with school staff and good co-operation is seen, for example when groups of Year 5 and 6 pupils tackle an orienteering course. A small minority of pupils do not make good relationships with school staff.
11. Opportunities for personal development are satisfactory overall. Ninety-three per cent of parents agreed that the school is helping pupils to become mature and responsible and some evidence is seen to support this. Pupils distribute and collect registers and representatives sit on a School Council. Older children take turns to operate the overhead projector in assembly. This area could be developed further. Pupils in most classes are not used to taking responsibility for their own learning. They have limited opportunities to find things out for themselves or to select their own resources.
12. Since the previous inspection national comparative figures have improved and, when compared to these, attendance is below average. Absence is, in the main, due to medical reasons and a significant minority of families who take holidays in term time. Unauthorised absence is broadly in line with the national average. However, these figures do not fully reflect those pupils who are absent when their families take more than the recommended 10 days holiday during term time. A significant minority of pupils arrive late. Late arrival interrupts the orderly start to the school day. It also puts pupils at a disadvantage because they miss vital teaching. Registration procedures are effective; however, no formal registration is carried out at the start of each nursery session. Registers do not fully meet recommendations. Absence is generally effectively monitored and the reason for any pupil's absence obtained. The school maintains regular contact with the education welfare officer.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is satisfactory overall throughout the school. The teachers are hard working and conscientious and work very well as a team to provide a good quality of education for the pupils in their care. Teachers offer a variety of learning styles and planning is effective overall. During the week of the inspection the quality of teaching varied from unsatisfactory to excellent. However, the percentage of unsatisfactory teaching was low and most of the teaching was good or better. This represents an improvement since the last inspection when the teaching ranged from excellent to very poor and where there was a high proportion of unsatisfactory teaching which constituted a serious weakness.
14. Teaching of children under five is good overall. The teaching of the elements of the desirable learning outcomes are at least satisfactory but mostly good. The teaching of personal and social education, language and literacy, mathematics and knowledge and understanding of the world is good whilst the teaching of creative and physical development is satisfactory. At Key Stage 1, teaching is very good overall. During the week of the inspection there was a minority of satisfactory teaching, with most being good, very good and even excellent. As a result of the consistent quality of teaching, pupils of all levels of prior attainment, including those with special educational needs make at least good progress in most areas of the National Curriculum and religious education at Key Stage 1. At Key Stage 2 the teaching is satisfactory overall, but some is variable, including a small minority of unsatisfactory teaching. There are aspects of good, very good and even excellent teaching but the inconsistency in some areas is reducing the overall progress being made by pupils at Key Stage 2.
15. Teachers' knowledge and understanding of the subjects they teach are mostly satisfactory and often good. The majority of teachers have high expectations of behaviour and learning. Where this occurs it is having a positive impact on learning. Where expectations are lower in learning and behaviour, the progress of pupils is considerably reduced. Teachers generally have a good knowledge of the literacy strategy and numeracy strategy and the organisation and delivery of these lessons is having a positive impact on pupils' progress in these areas. Support staff are well deployed and consequently effective in helping to raise standards. Resources are used well. Assessment procedures are well embedded and are effective to measure pupils' attainment and progress. Teachers identify assessment tasks in their mid-term planning and the results are generally used well to inform the next stage of learning.
16. As a result of satisfactory teaching the pupils' acquisition of skills, knowledge and understanding is always at least satisfactory but often it is much better, particularly in the early years, Key Stage 1 and the end of Key Stage 2. It is particularly good in English and physical education at both key stages and in mathematics, design and technology and art at Key Stage 1 and history at Key Stage 2. Pupils of all levels of prior attainment, including those with special educational needs are well supported in their learning and concentrate and make appropriate effort in their learning in most areas of the curriculum. The pace of learning is almost always at least average and often good. Pupils' interest and concentration in their lessons is frequently good where there is effective management of pupil behaviour and where lessons are effectively prepared and well delivered.

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

17. The school has made good progress in addressing the curriculum issues identified at the last inspection. The provision of the curriculum across the school is satisfactory overall, with strengths at Key Stage 1 and in the provision for the under fives. Monitoring of the curriculum by the senior management team and subject co-ordinators ensures that almost all requirements of the National Curriculum are met, but there is still a weakness in the provision of information technology at Key Stage 2.

18. The curriculum for children under five is of a good quality and successfully addresses the desirable learning outcomes for the six areas of learning. Children receive a broad, balanced and relevant curriculum which contributes effectively to their development, and they make good progress. Teachers work together closely and give careful consideration when planning to ensure the smooth transition to the requirements of the National Curriculum at Key Stage 1. Children are offered a wide range of relevant activities and experiences which develop positive attitudes towards learning and prepare them well for the next stage of their education.
19. The curriculum is broad, balanced and of good quality at Key Stage 1. It meets the statutory requirements of the National Curriculum and for religious education. There is an imbalance in the curriculum at Key Stage 2 due to non-compliance with statutory requirements for information technology. With this exception, the provision for National Curriculum subjects and for religious education at Key Stage 2 is satisfactory. The school has implemented the national strategies for teaching literacy and numeracy to good effect.
20. The programme for pupils' personal, social and health development, including sex education and attention to drug misuse is good overall, although insufficient attention is given to planned opportunities for pupils across the school to have responsibilities and use their initiative.
21. The provision for pupils with special educational needs is good, with learning activities and resources matched to their requirements. Pupils are supported effectively through consideration of their individual educational plans. Reviews are carried out systematically according to the Code of Practice. In order to provide challenging work better matched to their needs, pupils at Year 5 and 6 are taught appropriately in sets for literacy and numeracy lessons. All pupils, including those with special educational needs, have equal access to the academic curriculum, but there is an inequality of access to extra-curricular activities. Whilst the school offers an appropriate range of activities, which include drama, music and sport, they are available only for pupils at Key Stage 2. These take place during lunch time and after school and so limit pupils' choice and ability to participate in more than one club. There is no extra-curricular provision for study support. Visitors to the school, visits to a wide variety of places of educational interest, and a residential experience for pupils in Year 6 are incorporated effectively into the curriculum to enrich learning for all pupils.
22. The curriculum promotes spiritual, moral and social development soundly. The provision for cultural development is good and this is a strength of the school. Emphasis has been placed recently upon the spiritual dimension and new initiatives are achieving success. The introduction of "stilling time" is showing clearly beneficial effects on the way in which pupils are encouraged to reflect upon their feelings, use their imaginations and find opportunities for quiet contemplation. During the inspection satisfactory results were seen with this experience enriching pupils' development and promoting their spiritual qualities well. Daily acts of worship and religious education lessons give further opportunities. Other school experiences allow for feelings of wonder, such as in the nursery with children watching frogspawn hatch into tadpoles.
23. Circle time is another initiative which is being developed to address moral and social issues and it helps to familiarise pupils with the standards expected of them within the caring ethos of the school. The drama club gave two public performances of "Who Dumped Humpty" during the inspection, developing good social interaction, fostering social cohesion and promoting pupils' knowledge of their cultural history through traditional tales. There is strong encouragement for pupils to develop an understanding of citizenship through the school council and their involvement in the community through concerts and charity work.
24. The provision for cultural development is good. Enriching experiences are offered to pupils through music, art, history, geography and literature. Religious education covers all major faiths and teaching about life in other societies is particularly successful; for example in Year 4 when pupils have learned about life in a poor Indian community from their sponsorship of a school pupil through Action Aid. Visits to different places of worship, visitors from a variety of backgrounds and good contact with the local church enhance the cultural learning. The annual residential visit

in the Isle of Wight for Year 6 pupils is a socially beneficial as well as an educational experience. Many valuable resources have been destroyed by fire but teachers have what they need to promote spiritual, moral, social and cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

25. The day to day pastoral care of pupils is good. This is in line with the findings of the previous inspection. Teachers know their pupils well and provide a caring environment in which pupils are confident to turn to them for help. The views of parents and pupils, where these are known, are that the school is helping their children to become mature and responsible.
26. Overall procedures for ensuring pupils' welfare are good. The medical needs of pupils are very well catered for. All staff, including the lunchtime supervisors have received emergency first aid training. Child protection procedures are very good. There is a suitable policy and all staff have received appropriate training. The supervision of pupils at lunchtime is adequate and proactive and relationships friendly. Fire evacuation procedures are well documented. Regular fire drills, since the recent fire, have been very sensitively carried out, ensuring the pupils, especially the very youngest children, are well prepared and supported when a fire drill takes place. There is a suitable health and safety policy. Effective procedures are in place to report any health and safety concerns to the governing body. A number of minor health & safety concerns were brought to the attention of the headteacher.
27. Procedures for monitoring and supporting pupils' personal development are satisfactory. In classrooms, teachers provide effective day to day support and guidance for pupils. There is a well-planned induction programme, which ensures that children entering the nursery and reception class soon settle into the routine of school life. Well-established liaison with the local secondary schools in the area ensures the smooth transition of pupils to the next stage of their education. Although circle time has only recently been introduced this is starting to make an effective contribution to raising pupils' self-esteem and confidence. The personal health and social education programme is in the early stage of development. The tracking of pupils' personal development is variable. In the best examples, pupils have the opportunity to review, document and discuss with their teachers, the achievements they have made over the school year. However, pupils' records show that there are inconsistencies amongst teachers in providing pupils with this opportunity. There are limited opportunities available for pupils to take on responsibility. For example, pupils do not chair or write a report of the school council meetings. Drama productions provide opportunities to promote pupils' personal development, but there are few other opportunities available.
28. Procedures for monitoring and eliminating oppressive behaviour are satisfactory. There is a suitable anti-bullying policy. Awareness of bullying and racial issues is covered during assemblies and religious education lessons. Occasional incidents of racism and bullying are appropriately recorded and only a very small number recur. Most pupils and parents say that incidences of bullying brought to the attention of the school are dealt with promptly. Procedures for monitoring and promoting good behaviour are satisfactory. The school is currently reviewing and developing a new policy. There is a good range of rewards covering all aspects of school life; pupils value these. The school also celebrates pupils' achievements outside school. However, in lessons, teachers do not always deal with incidents of pupils' inappropriate behaviour effectively and sanctions are not consistently applied.
29. Procedures for monitoring and improving attendance are satisfactory. Class teachers monitor attendance and refer concerns to the headteacher. Regular effective liaison takes place with the education welfare officer. Where time permits, the administration staff contacts parents when no reason for a pupils' absence has been provided. There is a comprehensive attendance policy that has been sent to all parents. The school takes every opportunity to remind parents of the need for their children to be punctual and attend school regularly. Holidays during term time are discouraged. Despite the efforts of the school not all parents support the school's published policy.

30. The school has effective measures for assessing pupils' attainment and progress. Assessment tasks are identified in mid-term planning and the results are generally used to inform the next stage of learning. Each pupil has an individual portfolio which includes assessments of their attainment in English, maths and science which are annotated in terms of the National Curriculum Levels. Evidence for the core subjects is also included in a school portfolio, and information about attainment in information and communication technology is beginning to be included. In this connection, staff participate in regular agreement trials.
31. Optional assessment tasks are undertaken in Key Stage 2 to facilitate the formation of groups in Year 4 and setting for literacy and numeracy in Years 5 and 6. Standardised reading tests are now taken annually by all pupils from Year 1. The Deputy Head has started to track pupils' progress in relation to specified targets.
32. An approach has been made to the monitoring of personal development through personal review sheets completed by each pupil, but this aspect of assessment is not applied consistently across all classes. Monitoring of pupils' progress with respect to such aspects as gender is consistently undertaken.
33. Pupils with special educational needs are given effective support in classrooms and in smaller groupings. The statutory requirements of the Code of Practice on the identification of pupils with special educational needs are applied effectively. The co-ordinator for special educational needs (the SENCO) provides skilled advice to teachers. She has made very effective use of equipment and teaching programmes that have been recently purchased.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The effectiveness of the links with parents are good overall. Where the views of parents are known, they are generally supportive of the school and its work. They are happy to approach teachers if they have concerns about their children. There is an active friends of Beacon Rise association that organises social and fund-raising events that benefit the school. There was effective consultation with parents in drawing up the home and school agreement, and returns so far have been very good, with over 90 per cent returned. A small number of parents provide good support to teachers, for example, by helping in classrooms and with educational visits and swimming. The school values their help, and parents say they are made to feel welcome and are well prepared for the activities they support. Parents generally respond well to invitations to attend school productions and information evenings. For example the recent numeracy and curriculum evening was very well attended by over 100 parents and the drama performance, held during the inspection week, received very good support. However, other events, to discuss the literacy hour or National Curriculum Assessment Tests information have received limited support. The school has not published its formal homework policy to parents, and as a result they are not aware of the work their children are expected to do at home. However, when homework is set, and where parents are able, they support this activity, for example by hearing their children read at home.
35. The quality of information provided for parents is satisfactory. There is regular flow of information about the day-to-day life of the school. Regular and informative newsletters are also produced. The school prospectus and governors' annual report to parents are well presented. However, there are omissions in both these documents and statutory requirements are not met in full. Parents expressed some concern that they are not always well informed about their children's progress. The findings of the inspection support this view. Reports to parents on pupils' academic progress generally give a clear indication what pupils know and can do. However, unless they have a concern, there is no formal opportunity for parents to meet with their child's teacher until the spring term. This limits their opportunity to meet with teachers to reassure themselves that children have settled into their new class and are making progress with their work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. The leadership and management of the school are satisfactory. There is a shared commitment to improvement. The head teacher provides sound, caring leadership, suitably supported by the senior management team. This leadership effectively promotes appropriate educational direction and satisfactory standards in teaching and learning throughout the school. This indicates an improvement since the previous inspection, when there were judged to be weaknesses in the educational guidance given by the head teacher and governing body.
37. The governing body is effective in fulfilling most of its statutory responsibilities. Governors have an appropriate understanding of the strengths and weaknesses of the school. They are suitably involved in shaping its direction. A key issue of the last inspection was ensuring that the governing body systematically monitored the work of the school and set clear educational targets, and this has been successfully introduced. The school has set suitable targets for improvement and taken satisfactory steps to implement them. Governors' visit school and co-ordinators make presentations about curriculum development at governors meetings.
38. The school development plan is a sound document that clearly identifies targets. These are costed, have appropriate strategies for action and criteria by which the school can judge success in raising standards. The role of curriculum co-ordinators was highlighted as an area for improvement in the previous inspection. Their role is currently being developed and they are beginning to be suitably involved in the monitoring of teaching and learning in their subjects.
39. The school makes appropriate use of resources including grants and other funding. There has been some disruption to the smooth running of the school since a fire in one of the three buildings. This causes some inconvenience, but has been effectively managed to prevent disruption to pupils' learning. Educational priorities are well supported by sound financial planning. Suitable use is made of technology to monitor finance and special educational needs, for example, and this has a positive impact on the smooth day-to-day running of the school. The principles of best value are effectively applied. The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and the quality of education provided by the school further the governors and school should:-

- (1) Raise the standard of information technology at Key Stage 2 to meet statutory requirements by:-
 - (a) improving the quality of teachers' knowledge and understanding of modelling, monitoring and research skills.
 - (b) further develop plans to introduce the full curriculum in this area.
(Paragraph No. 5. 14. 17. 97. 99)
- (2) Identify strategies to improve the quality of teaching in areas of Key Stage 2 to ensure that the level of teaching is at least satisfactory or better by:-
 - (a) identifying and disseminating the very good practice already in place at the school.
 - (b) promote interesting and challenging lessons to motivate and stimulate pupils.
(Paragraph No. 13. 14.15.16)
- (3) Improve the behaviour in some classes in Key Stage 2 which is impeding good progress by:-
 - (a) ensuring that all teachers apply the behaviour policy in a fair and consistent manner.
 - (b) ensuring that all teachers have high expectations of behaviour to deliver effective lessons.
(Paragraph No. 8. 9. 10. 15)

In addition to the key issues above the following but an important issue should be considered for inclusion in the governors' action plan.

- further develop opportunities for pupils to take further responsibility by increasing their sense of ownership in the school by for example, taking an active part in the daily act of worship on a regular basis.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	24	42	30	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	413
Number of full-time pupils eligible for free school meals	0	34

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	4	4
Number of pupils on the school's special educational needs register	13	98

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	27	33	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	25	25
	Girls	30	31	31
	Total	55	56	56
Percentage of pupils at NC level 2 or above	School	92 (81)	93 (85)	93 (79)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	18
	Girls	29	30	29
	Total	53	56	47
Percentage of pupils at NC level 2 or above	School	88 (85)	93 (87)	78 (83)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	28	31	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	20
	Girls	27	24	23
	Total	49	47	43
Percentage of pupils at NC level 4 or above	School	83 (75)	80 (70)	73 (70)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	23	20
	Girls	22	20	21
	Total	38	43	41
Percentage of pupils	School	64 (67)	73 (55)	69 (62)

at NC level 4 or above	National	68 (65)	69 (65)	75 (71)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	409
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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: YR – Y6

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	24.3
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	230.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	2
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Financial information

Financial year	1998 - 1999
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	£
Total income	709628
Total expenditure	197655
Expenditure per pupil	1564. 25
Balance brought forward from previous year	24427
Balance carried forward to next year	36401

Total aggregate hours worked per week	65
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Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	477
Number of questionnaires returned	138

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52.2	43.5	3.6	0.7	0
My child is making good progress in school.	50.8	45.7	1.4	1.4	0.7
Behaviour in the school is good.	30.1	59.6	5.9	0.7	3.7
My child gets the right amount of work to do at home.	19.4	50.8	21.6	6.0	2.2
The teaching is good.	47.8	44.8	3.7	1.5	2.2
I am kept well informed about how my child is getting on.	21.9	53.3	17.5	7.3	0
I would feel comfortable about approaching the school with questions or a problem.	49.3	37.7	3.6	4.3	5.1
The school expects my child to work hard and achieve his or her best.	50.0	47.8	2.2	0	0
The school works closely with parents.	18.8	61.6	13.1	5.1	1.4
The school is well led and managed.	37.0	49.2	5.8	5.1	2.9
The school is helping my child become mature and responsible.	33.1	60.1	2.3	0	4.5
The school provides an interesting range of activities outside lessons.	19.1	39.0	9.6	5.9	26.4

Summary of parents' and carers' responses

The inspection findings agree generally with the positive views expressed by parents with the exception of behaviour which is not always good in some classes. In terms of the concerns the team again generally supports their view but would point out that a homework policy is in place but parents have not yet received this report.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

40. Children under five are taught in the nursery and two reception classes. In reception there were 26 out of 60 children who were under five at the time of inspection. There were 30 children each morning and afternoon in the nursery. Attainment on entry to the nursery is below average due to the proportion of children admitted with special educational needs as part of the county local authority provision. All children make good progress in the nursery and the reception classes so that most achieve or exceed the desirable learning objectives by the age of five. The planned curriculum is broad, balanced and relevant to their needs. The good standards found in the previous inspection have been maintained. There is now an appropriate policy for the early years and all staff work well as a team under the early years co-ordinator who also has responsibility for Key Stage 1. Induction procedures to both the nursery and the reception classes are very good so that children settle quickly and happily. Schemes of work and assessment are firmly based on the desirable learning outcomes and assessment is used well to plan children's next steps in learning so that in reception they move easily onto work in Key Stage 1 of the National Curriculum. Children with special education needs are well provided for and they make good progress.
41. The quality of teaching in personal and social development is good and children make good progress in this area of learning. They gain in confidence and learn to make positive relationships with adults and other children. They show increasing independence in organising their activities, for example, changing their shoes for physical activities with only minimal adult assistance. When listening to an adult, children sit quietly and are generally well behaved. They follow instructions sensibly and when passing fruit around at snack time in the nursery, pass on the box without snatching or fussing. All adults in the nursery and reception classes provide good role models, creating a calm and purposeful learning atmosphere. Children respond by working independently or co-operatively, taking turns and sharing fairly. All children are well on target to achieve or exceed the expected outcomes in this area of learning.
42. The quality of teaching in language and literacy is good. Children enter the nursery with a very wide range of skills, some of which are well below average. They make good progress in the nursery and the reception classes, and they are prepared well for work in the early stages of the National Literacy Strategy. All adults take every opportunity for promoting the skills of speaking and listening by engaging children in conversation and encouraging language development. Further opportunities are provided by role-play and dressing-up clothes and puppets to extend and develop imaginative interaction. Staff work hard to develop early reading and writing skills. Adults share books effectively with children in the nursery. In the reception classes very good teaching promotes effective learning in early phonics knowledge and through action rhymes which help children to remember letter sounds. Many are able to read words and simple sentences confidently. In the nursery, opportunities are provided for early writing and most children know that this is a way of communicating. They make marks with increasing confidence, developing into letter-like shapes copied or traced. In the reception classes, jointly planned lessons assist common standards and children making "The giant's sandwich" show that they are aware of the conventions of writing such as using capital letters and punctuation. Some children are writing independently, using the storybook for reference if required. Children's learning in both reception classes in this activity is very good. The great majority are in line to exceed the expected outcomes in language and literacy.

43. The quality of teaching in mathematics is good. Children make good progress in the mathematical area of learning and are on course to reach the expected outcomes. In the nursery children learn to count and recognise numbers to 20. In the reception classes they build on this secure start and reach good standards in counting forwards and backwards, adding and subtracting both through number games and mathematical activities. They have a good understanding of shapes, and in the reception class succeed in using construction apparatus to build cubes, cuboids and tetrahedra. Both nursery and reception classes provide for mathematical play in real life situations which effectively encourages developing skills, knowledge and understanding. Nursery children gained satisfactory ideas of weight in playing with real vegetables and balances, under the effective guidance of a nursery nurse. Good teaching and appropriate resources enable most children to reach the required standard for work on the National Numeracy Strategy.
44. The quality of teaching in the areas of knowledge and understanding is good. Children make good gains in the areas of learning associated with knowledge and understanding of the world. In the nursery, children explore the school and its grounds and extend this by visits to the local park and farm. Both nursery and reception classes have a sufficient range of toys for them to re-create their environment as they expand their early geographical horizons. They play with tracks, play mats and toy vehicles indoors and outside, extending their mapping and tracking skills. They develop early awareness of history by learning about themselves and their relatives. Reception children create their own family trees with photographs covering three generations. Nursery children have a regular visit from a baby sister or brother in order to learn about growth and change. Technological skills are developed through construction games, woodwork, cutting, sticking and fastening. All classrooms are equipped with up-to-date computers so that children learn to use them for reading, writing, mathematics and drawing. They have access to a programmable robotic toy. Early scientific activities include the study of plants, growing beans and observing frogspawn change into tadpoles then frogs in the nursery. The broad curriculum allows most children to exceed the expected outcomes in early historical, geographical, scientific and technological learning.
45. The quality of teaching in creative learning is satisfactory. Children make satisfactory progress in the creative area of learning. From a low base their drawings and paintings show increasing skill. Nursery children improve their level of detail through using a large cheval mirror to observe their own face and others, with adult guidance about facial features. In the reception classes a variety of art work creates vibrant displays such as the story of the little red hen, which add to the learning environment. Children all sing with enthusiasm and have access to a range of percussion instruments. They play happily in the role-play areas, with good facilities for creative and imaginative play within the limitations of the temporary accommodation. All children are in line to achieve the desirable outcomes in the creative area.
46. The quality of teaching in physical development is satisfactory. Overall, children make satisfactory progress. Provision is sound except for the outside play area which lacks climbing apparatus for the large motor skills. Children's fine motor skills are developed satisfactorily through the use of small tools and activities such as cutting, sticking and painting. Nursery children show sound manipulative skills when shaping and rolling salt dough using only their fingers. They succeed in making flat medallions for decorative wear. All children under five can draw, paint, cut out and apply paint or glue reasonably efficiently. They can colour in outlines carefully by the time they are five. Their progress in large skills of co-ordination and agility is less well developed. Although they have access to temporary arrangements for indoor physical development with portable apparatus there is no provision for the important large motor skills of climbing, balancing, jumping and swinging either indoors or outside and this is unsatisfactory. Their general co-ordination, balance and agility are under-developed and children do not meet the desirable outcomes in this aspect. Their awareness of space is good when moving about in the cellar hall or playing outside with wheeled toys. Throwing and catching skills are also good.

ENGLISH

47. In the National Curriculum Tests in 1999, at the end of Key Stage 1, results were above the national average in reading and well above in writing. When compared to similar schools, attainment in reading was above average and it was well above in writing. At the end of Key Stage 2, results in English were above the national average and also above the average when compared to similar schools. In lessons observed and work scrutinised, pupils are achieving results above national expectations at both key stages. Speaking and listening skills are at least satisfactory and sometimes good, especially in Year 6. Attainment in reading and writing is good.
48. Pupils develop their speaking and listening skills well in lessons and across the curriculum through discussion activities. In reception and Key Stage 1, pupils learn to speak audibly and develop their vocabulary well using different parts of speech. They apply their own language skills to offer explanations and discuss stories in the library lessons. By Year 2, average and above average pupils are able to hold conversations about the text and characters in their reading books. Younger pupils make good progress through teachers' providing opportunities to discuss their work across different aspects of the curriculum. Pupils' listening skills, although satisfactory, are less well developed than other aspects of English. When they are interested in what they are being taught, they listen well as, for example, in a Year 6 lesson, when pupils were in groups discussing the merits and demerits of historical aspects. Pupils listened carefully to the points of views of their peers.
49. Standards of reading at the end of both key stages are above national expectations. By the end of Key Stage 1 the majority of pupils read simple materials with accuracy and understanding. They are able to distinguish between fiction and non-fiction. Through their literacy lessons they know about authors, illustrations and publishers and a large majority of pupils can find references when asked to do so. The majority read with accuracy, fluency and expression and show good comprehension. Their needs are well identified and reading records provide good evidence of the areas of weakness of the less able pupils, in order that teaching is appropriate. By the end of Key Stage 2, most pupils are competent readers and the majority read independently using a range of reading strategies and showing confidence in locating and selecting information relevant to topics which they are investigating. These skills are used to good effect across the curriculum. They have informed views about their favourite authors and the genres of literature they prefer. Many make good progress in reading for meaning by skimming and scanning texts. Parents are encouraged to become involved with the children's reading progress and have the opportunity in shared comments with teachers in their home-school reading diaries, which sometimes offer helpful comments about the next steps to be taken in learning. This helps pupils to raise standards and promotes an enthusiasm for reading.
50. Pupils' standards in written work are good. Throughout the school, an appropriate balance is maintained between the pupils' production of stories and other more extended pieces of writing. This is helping to establish and maintain effective skills so that they write appropriately for different purposes and audiences. By the end of Key Stage 1, most pupils are independent writers and when pupils are involved in their extended writing activities, supplementary writing skills, such as handwriting and spelling, are well promoted. Pupils throughout the key stage are encouraged to set out their written work for public presentation and they do this well. However, this approach is not consistent in Key Stage 2, depending upon the class. At the end of the key stage, pupils' extended skills, including spelling, handwriting and presentation are well promoted. However, in the middle years of the key stage most work produced for other subjects, such as, geography shows limited concern for presentation.
51. In the last inspection report, there were concerns about the management of pupils and a poor pace to lessons, due to insufficient challenge in the work. Too little attention was paid to planning suitable work to cater for the range of attainment within the class and the marking of work related to content rather than identifying points for improvement. With the exception of some classes in the middle years of Key Stage 2, the concerns have been resolved.
52. Progress in pupils learning is good overall. The provision of work to match pupils' ability level means that they have more opportunities to experience success and build confidence. Pupils'

speaking skills have improved through opportunities provided to read aloud with expression and to present their findings in most of the plenary sessions linked to the literacy hour. Pupils are encouraged to discuss what they have read in guided reading sessions, and also in areas such as history, where they presented their findings orally. Listening skills are well developed in Key Stage 1 and at the end of Key Stage 2, but progress is interrupted in the middle years of Key Stage 2, which hinders attainment temporarily in these classes. Progress in writing is good and the school has focused on this since the last inspection report. Reading skills remain good overall.

53. Pupils with special educational needs make good progress. Their learning is well supported by teachers and support staff who know their pupils well. Their special needs are well defined and individually targeted in lessons, so that they work positively to reach their identified goals. Procedures are in place to ensure that they are positively challenged in all areas of the curriculum.
54. Pupils' oral response to their literacy lessons is mostly enthusiastic. They are keen to become involved in discussions and answer questions. Pupils mostly complete tasks, on time and concentrate well on their tasks whether working individually or collaboratively. Relationships between pupils and teachers are generally positive and mutually respectful.
55. Teaching is good overall. Lessons are well planned and usually delivered at a brisk and purposeful pace. When teaching is at its best, pupils are made aware of the content of the lesson and teachers use a range of skilful teaching strategies and activities to sustain concentration and involvement in the lesson. Most teachers challenge pupils well through effective use of questioning supported by good subject knowledge. Weaknesses in pupils' understanding are identified in teachers' lesson plans. Marking now generally gives information to move pupils forward by identifying the weaknesses and assists in raising standards of attainment.
56. The quality and quantity of literacy resources are good. Material has been purchased to deliver the literacy curriculum. The school has a good balance of fiction and non-fiction material. The use of information and communication technology is, at present, under-developed as a vehicle for promoting greater knowledge and understanding of language and literature.
57. The literacy strategy has had a positive effect on raising standards overall. The co-ordinator and teachers across the school have worked hard to ensure its success. They have gained confidence in devising successful methods of addressing the different demands of the initiative. The co-ordinator monitors the teaching and learning and, together with the headteacher and deputy head, supports her colleagues with training and advice.

MATHEMATICS

58. Standards in mathematics are in line with the national average at the end of Key Stage 2 and above national average at the end of Key Stage 1
59. In the 1999 national tests, the percentage of pupils reaching the expected standard of level 2 at the end of Key Stage 1 was above the national average. The percentage of pupils reaching the higher level 3 was close to the national average. When compared to similar schools pupils' results for level 2 were above average and for level 3 were broadly in line.
60. In the 1999 national tests, the percentage of pupils reaching the expected standard of level 4 at the end of Key Stage 2 was above the national average. The percentage of pupils reaching the higher level 5 was below the national average. When compared with similar schools, pupils' results for level 4 were above average but results for level 5 were well below average.
61. The improvement in standards in both key stages has echoed the upward trend seen nationally since 1996. Taken together in the last three years, the performance of boys at Key Stage 2 exceeded the national average and the performance of girls was below the national average. At Key Stage 1 in

the last three years the performance of boys was below the national average and the performance of girls was close to the national average.

62. The present Year 6 has more pupils with special educational needs than average and overall standards are not as high as in 1999. Teacher assessment, scrutiny of work and lesson observations all suggest that attainment at the end of Key Stage 1 will again be above the national average. Pupils with English as an additional language make good progress.
63. By the age of 11, pupils' work in understanding and applying mathematics is well developed and shows an appropriate spread of attainment from above average to below average pupils. This is reflected in work directed towards other attainment targets. Above average pupils estimate and measure accurately the number of degrees in a hexagon and one expresses his thinking algebraically. Average pupils understand internal and external angles and use a protractor to measure accurately. Pupils can add and subtract decimals mentally. The above average pupils work in pairs, when, for example, and one works out a problem mentally and tries to race his partner who uses a calculator. Below average pupils know 2, 5 and 10 multiplication tables, understand units of length and time and can construct bar charts.
64. By the age of 7, pupils have covered a good amount of work in number and algebra and an adequate amount of work in space, shape and measures. A large majority count in tens to 100 and are secure in doing so both forwards and backwards. Some can count forwards in twos and fives. A large proportion have a very good understanding of place value and can develop strategies for adding and subtracting two digit numbers. They use a Carroll diagram, with above average pupils making up their own criteria, average pupils sorting and classifying independently and lower attaining pupils achieving success with support. They use everyday language to describe the properties of three dimensional shapes. They are aware of the names of some standard units of measurement and that lighter objects are measured in grams and heavier ones are measured in kilograms.
65. Progress is good in Key Stage 1 and satisfactory in Key Stage 2. Pupils make rapid progress in Year 6 but progress in some other classes in Key Stage 2 is below expectation. There is development of skills, knowledge and the use of key vocabulary. Many of the daily sessions of mental arithmetic are proving effective in helping pupils to rehearse and apply their knowledge. The setting of pupils in Years 5 and 6 is effective and this may be extended to Years 3 and 4. Pupils with special educational needs make good progress.
66. Overall the quality of teaching at Key Stage 1 is good and it is satisfactory at Key Stage 2. The teachers have adopted the numeracy hour format and, in the best lessons, the pace of teaching is brisk, particularly in the mental arithmetic section. The use of "number fans" is successful in letting the teacher judge the accuracy of the pupils' calculations when they hold up their answers. Teachers frequently ask pupils to explain their reasoning and make appropriate use of mathematical vocabulary. This extends pupils' learning and a boy in Year 1 talked about counting on in multiples of 10. In the plenary session, teachers revise and summarise learning in the lesson. Homework, which is well organised in Year 5, extends this. Occasionally the pace is too slow to sharpen pupils' skills or, as in one Year 5 lesson, does not draw on examples which are appropriate to the age group. Marking is thorough and, at its best, is analytical.
67. Opportunities are taken to use mathematics to support other subjects. In Year 1 pupils surveyed traffic on the road outside the school. Year 4 have produced charts to show rainfall and to record population growth in Bangalore. Year 5 have drawn a graph showing rates of evaporation and time lines are seen in a number of classrooms. Not enough use is made of information technology.
68. The co-ordinator, who has had the post on a temporary basis for a year, makes a good contribution to the improvement in standards in the subject. She has cascaded the training for the National Numeracy Strategy to other teachers and has also spoken to governors and to parents. She has monitored the teaching of one class in each year group and has shared her observations with the

teacher concerned. She has modified the scheme of work and submitted a revised policy statement to governors. She has recently introduced a numeracy assessment file for each class.

SCIENCE

69. In the 1999 teacher assessments, the proportion of pupils aged seven attaining the expected Level 2 or above, was well below average, although the proportion achieving Level 3 was broadly in line with similar schools. This demonstrates an improvement in the number of pupils reaching the higher level since the last inspection when it was reported that no pupils attained Level 3.
70. The proportion of pupils aged eleven who reached the expected Level 4 or above in the National Curriculum Assessment Tests in 1999 was slightly below the national average, while the percentage attaining the higher Level 5 matched the national average. Pupils' performance in the science tests was below average in comparison with similar schools.
71. The last inspection, reported that the number of pupils reaching Level 5 was well below average. The most recent results demonstrate good progress in the attainment of higher achieving pupils since then.
72. There is a large proportion of pupils with special educational needs across the school which is a contributory factor to the lower levels of attainment as assessed by teachers and achievement in the statutory tests in 1999. However, evidence obtained during the inspection, from lessons observed, work in pupils' books and talking with pupils, indicates that standards are average at the end of each key stage, but with good examples seen in current work within both key stages. There has been a considerable improvement in the standards of work in investigative and experimental science which were stated to be well below average at the last inspection. Pupils across the school now undertake a large amount of practical and investigative work at both key stages.
73. Pupils in Key Stage 1 make good progress in the development of their scientific knowledge and understanding. At Year 1, pupils are developing a very good understanding about how the ear works. They use the correct scientific names for the various parts including the bones of the inner ear and relate how the brain receives the messages. They are beginning to understand about simple forces and identify which force is applied in everyday actions. Pupils in Year 2 build upon their previous knowledge and demonstrate the direction of forces in their diagrams using arrows. When deciding which height ramp will make a vehicle go the farthest, pupils undertake a simple investigation, demonstrating a developing understanding of the need for a fair test. They make simple appropriate predictions, while more able pupils justify their opinions. Pupils record their observations and investigations in a variety of appropriate ways including writing, drawing, lists, tables and graphs.
74. Pupils at Key Stage 2 make satisfactory progress and the evidence gathered during the inspection indicates that pupils attain satisfactory standards overall in their class work, although pupils in Year 5 have greater difficulty recalling and explaining their previous work than pupils in other year groups. Whilst learning about materials, younger pupils at Key Stage 2 classify materials according to their properties and develop a suitable understanding of the links between the characteristics and the suitability of materials for specific purposes. By Year 5, pupils understand the properties of gases, solids and liquids and are considering the harmful effects that smoking, for example, has upon their bodies. In Year 6, pupils show a sound understanding of the food chain, although a significant number have difficulty in applying this knowledge in a different context. Across the key stage, pupils undertake and plan a good range of investigations, making predictions and explaining their reasoning, sometimes linked to scientific knowledge. They record their findings in a variety of suitable ways, including graphs. They explain their observations and make suggestions for improving the tests, but there are insufficient examples of older pupils looking for patterns in their results.

75. The quality of teaching has improved since the last inspection when it was judged to be satisfactory. It ranges from satisfactory to very good in both key stages, but is now good overall. The improved quality of teaching has had insufficient time to make an impact on the standards of attainment of some older pupils in Key Stage 2. Planning by most teachers is of a good quality and work is planned at appropriate and sometimes challenging levels. When pupils are challenged in their work and searching questions are asked, they make good progress. Teachers make good use of assessment of pupils' work when planning for science.
76. Many of the weaknesses identified at the last inspection have been rectified. The school follows the nationally published scheme of work and all aspects of the National Curriculum are now covered. The subject has good leadership and there is regular monitoring of teachers' planning, pupils' work and standards of attainment. Realistic pupil targets have been set based upon their prior attainment.

ART

77. Only one art lesson was observed during the period of inspection. Judgements have been based further on a scrutiny of pupils' sketchbooks and portfolios, artwork on display in all areas of the school and discussion with the subject co-ordinator. The progress of pupils in Key Stage 1 exceed those normally found in their age group. In Key Stage 2, pupils achieve standards which are appropriate for their age and occasionally better. The school has maintained the positive features noted in the last inspection.
78. At Key Stage 1 pupils use a range of materials and media to express their ideas. At the end of the key stage pupils display pastel drawings of abstract art and give imaginative titles to them. A class being observed mixed pastel shades exactly and used them effectively to create still life drawings of a colourful apple, with a good degree of representation. The same class worked with older pupils to do good observational drawings of spring flowers. At Key Stage 2 pupils make sound progress in their knowledge, skills and understanding of art and extend their range of techniques appropriately. Printing work is successful, as are decorative paintings of Ancient Greek pots and three-dimensional clay tiles. Pupils study the work of great artists and learn to appraise different styles. Written work in Year 3 displays art criticism in respect of Kandinsky, Monet and Seurat. The oldest pupils have reconstructed a section of a rainforest suspended from the ceiling and painted colourfully designed rainforest masks. The parallel class have created attractive patterns observed in a section of a log and recreated them with printing with a polystyrene tile. In both key stages art supports other curriculum areas effectively and attractive displays add to the learning environment.
79. Since the last inspection in 1997 standards have been maintained; in spite of changes in the National Curriculum, which have reduced the amount of time available. The school now has a good range of media choice which is appropriate. The introduction of sketchbooks has not been consistent, however. This avenue of encouraging pupils to plan their art work, explore ideas and evaluate their progression has not been fully developed.
80. The quality of teaching is satisfactory overall. Lesson planning is good and tasks are matched soundly to the age ranges. This enables pupils to learn at a satisfactory rate commensurate with their level of attainment.
81. Management of the subject is good and co-ordination shows expertise and enthusiasm. The revised policy and schemes of work support teachers well in their planning. Parents provide valuable voluntary help. There is a sound system of assessment, which is not implemented consistently throughout the school. The co-ordinator oversees lesson planning, advises on techniques and resources and is given the opportunity to monitor standards over the whole school. Resources are adequate for teaching purposes but the whole range of artefacts lost in the recent fire will take time to replace. The kiln, which has been moved to a better place, is now operational again and enhances ceramic work.

DESIGN AND TECHNOLOGY

82. Although few lessons were observed during the inspection, judgements were based upon available first hand evidence, photographic evidence and discussions with pupils and staff. The level of achievement by pupils at Key Stage 1 has been sustained since the last inspection. Pupils make good progress and standards are above national expectations at the end of the key stage. At Key Stage 2, pupils make satisfactory progress and standards are in line with national expectations at the end of the key stage. This is an improvement since the last inspection when standards were below those expected.
83. Pupils at Key Stage 1 are developing a good understanding of the design process and produce articles of good quality by the end of the key stage. They show a developing ability to identify and list the materials and equipment required for their models, with more able pupils identifying the order of work at the planning stage. Finished articles often resemble the original designs. A wide range of materials are used, including textiles. For example, at the end of the key stage, pupils produce imaginative, well constructed bags with detailed decoration, which are attractive and of good quality. Good progress is made by pupils in their ability to evaluate the strengths and weaknesses of their work as their design ideas develop. The use of construction kits helps pupils to understand, for example, how axles and wheels interact, in order to make decisions when designing models of their own.
84. Younger pupils at Key Stage 2 design and make 'monsters', using their knowledge of pneumatic systems to produce moving parts. Older pupils link their work on electricity to make models with lights that can be switched on and off. Pupils make decisions about the materials they will use to produce a range of interesting and individual models. Older pupils at Key Stage 2 evaluate biscuits and the packaging before designing and making their own. They pay particular attention to the design of the packaging and logos, bearing in mind the marketing factors, and draw their plans for each side of the package. In Year 6, pupils evaluated a range of slippers before working in pairs to design and make a pair suitable for a five year old child. They produced detailed plans with some listing the working order. Whilst work at Key Stage 2 is now suitably challenging overall and pupils produce some carefully measured and good quality products, this is not consistent for all pupils throughout the key stage.
85. In the limited number of lessons seen, pupils had generally positive attitudes towards design and technology. In general, they co-operate when required, although in Year 4 some pupils were not prepared to share resources.
86. In observed lessons, teaching was satisfactory overall and sometimes good. The school now follows the nationally published scheme of work which is helping to build upon previous work and raise standards, especially at Key Stage 2. Planning is detailed and identifies learning objectives. In general, teachers encourage pupils to make their own choices of designs and materials within a given theme. This is a strength of the subject.
87. The co-ordinator has been developing her role with enthusiasm since taking on the responsibility eighteen months ago. Monitoring of the subject is satisfactory. Termly planning is checked against the scheme of work and visits have been made to observe teaching. Regular meetings are held with the whole-school curriculum co-ordinator when targets for the subject co-ordinator are set. A useful portfolio of photographic evidence is being compiled which demonstrates progression across the school, and appropriate plans are in place to include pupils' designs and evaluations to provide a fuller picture of standards.

GEOGRAPHY

88. Pupils of all levels of prior attainment make satisfactory progress at both key stages and achieve standards similar to those normally expected of pupils of seven and eleven. This represents a

significant improvement since the previous inspection which judged levels of attainment at Key Stage 1 to be in line with national expectations but those at Key Stage 2 to be below.

89. The quality of teaching is satisfactory overall at both key stages. At Key Stage 1, teaching is always at least satisfactory and on occasion it is good and sometimes very good. Teachers have a sound knowledge and understanding of the subject and the needs of their pupils. Work is planned which is interesting to the pupils, for example when they track the travels of “Barnaby Bear”. As a consequence pupils are enthusiastic and confidently and thoughtfully answer questioning. The progress they make is always at least satisfactory and in lessons observed it was often good and sometimes very good. Pupils learn about their own environment in Kingswood and learn to effectively compare this with other areas.
90. At Key Stage 2 teaching is satisfactory overall but more variable. While the scrutiny of work highlighted teaching and learning of high quality, during the week of inspection it ranged from satisfactory to unsatisfactory. The major factor of the unsatisfactory teaching observed was unsatisfactory pupil management. Generally lessons are well prepared and work is effectively linked to other subject areas such as religious education, art and information technology. From discussions with pupils in Year 6, it is evident that the pupils enjoy their lessons. They make good progress in their studies of different climates during their last year. They talk enthusiastically about the tropical rain forest and life in India. As a consequence of the satisfactory and sometimes good teaching during the key stage, the progress pupils make in their learning is satisfactory overall.
91. Geography makes a positive impact on pupils’ social and cultural development, through links with religious education and art. The leadership and management of the subject are good. The co-ordinator has good subject knowledge and knows what needs to be done to raise standards. His leadership has led to significant improvements since the previous inspection. He is currently compiling a portfolio of annotated samples of pupils’ work to further assist teachers in their planning and assessment.

HISTORY

92. Progress in history is satisfactory at Key Stage 1 and good at Key Stage 2.
93. At Key Stage 1, pupils show a sound development of chronological skills and are able to sequence events accurately. Their understanding is well reinforced through work on timelines. In reception and Year 1 pupils are able to consider the past in relation to their own family and homes. For example, during discussion about different types of homes and houses, pupils in Year 1 made good use of the timeline covering the last hundred years when pointing out differences between past and present. They engage in lively discussions about the possible use of domestic objects, such as a carpet beater, offering several possible and sensible uses and qualifying their answers with sensible reasons.
94. In Key Stage 2, pupils show good progress in answering questions after systematic thought indicating historical sequencing of events. For example, in Year 4, when studying ancient Egypt and Tutankhaman’s tomb, good links were made between other subjects, such as geography and art. In some classes, pupils displayed their good knowledge by writing first person accounts which were effective in reinforcing their learning. Again, in a Year 5 class, effective links were established between history and English when pupils gave short talks on their topic related to World War II. They did these with clarity. By the end of the key stage, pupils use a range of sources effectively to support their study of history and wrote letters to a Victorian Prime Minister about Lord Shaftesbury. The majority of pupils have acquired good techniques of historical enquiry by identifying what they know and what they need to find out.
95. The key elements in history are appropriately addressed and delivered through the revised curriculum for history. Concepts and skills developed in Key Stage 1 are consolidated and built

upon in Key Stage 2. The curriculum co-ordinator has worked hard to help implement the new programmes of study and built up a good resource base. Procedures for assessing pupils' knowledge and understanding are built onto medium term planning and proving to be effective.

96. The quality of teaching is good at both key stages. Teachers knowledge and understanding is secure, their planning is good and expectations are high. Pupils respond in a positive manner and discuss aspects of history confidently and enthusiastically. They are interested in history and approach their tasks eagerly.

INFORMATION TECHNOLOGY

97. Pupils of all levels of prior attainment make satisfactory progress throughout Key Stage 1. At the end of Year 2, they attain standards which are at the expected level for pupils of seven. At Key Stage 2, progress is unsatisfactory overall. At the end of the key stage, pupils achieve standards which are below those expected of pupils of eleven. This is a similar situation to that at the time of the previous inspection, when standards in information technology were identified as a Key Issue.
98. At Key Stage 1, the quality of teaching is satisfactory overall. Some of the teaching observed during the inspection was good. Teachers have a good knowledge and understanding of information technology. They plan interesting lessons which cover full statutory requirements and which build carefully upon what pupils already know and can do. As a consequence, pupils enjoy their lessons. They have good attitudes to the subject, behave well and settle to group work quietly. They share equipment amicably and demonstrate good levels of concentration for their age. Pupils make satisfactory progress in their work throughout the key stage as a consequence. Teachers monitor pupils' work carefully and annotate the work to record how well work has been completed. This careful record keeping is effectively used to plan lessons that build upon previous learning and raise standards.
99. At Key Stage 2, although there is more variability in both the amount of regular teaching of the subject, and the quality of the marking and record keeping, the quality of teaching is satisfactory overall. Teachers have sound appropriate knowledge and understanding of word-processing. This is taught effectively and word-processing skills build appropriately upon work covered at Key Stage 1. Pupils use data processing packages effectively to help in their work in geography and mathematics. They use CD ROM systems and the Internet to research work for history and geography. However, teachers' knowledge and understanding of the areas of modelling, monitoring and research are more variable and some lack confidence in these areas. As a consequence some aspects are not covered with sufficient regularity for pupils to make satisfactory progress. The statutory requirements of the curriculum are not fully met. Record keeping lacks the rigour and thoroughness of Key Stage 1.
100. Very few instances of pupils in Key Stage 2 using information technology were observed during the inspection. From discussions with pupils, they have positive attitudes to their work with computers and discuss their word-processing enthusiastically. However, overall their progress is unsatisfactory.
101. The leadership and management of the subject has not brought about sufficient improvement since the last inspection, when raising levels of attainment was a key issue. However, the leadership of the school has identified the lack of staff confidence in teaching some aspects of the subject as being a major factor. As a consequence a programme of training has already begun. There are plans to introduce a fuller curriculum in the forthcoming term.

MUSIC

102. Pupils make satisfactory progress and achievement, at the end of both key stages, is in line with that expected of pupils of this age. At the time of the last inspection, standards were judged to be in line at the end of the both key stages.
103. At Key Stage 1, pupils sing to a wide variety of songs with growing control over tempo and pitch. They hold the melody and the quality of tone produced in sound. They are able to experiment with sounds, copying sounds made by different instruments, and they imitate these and show how well developed their listening skills are. They are able to discriminate between quiet and loud sounds and recognise that most music played is composed by other people. Pupils are able to play instruments from symbols identifying different rhythms composed by other pupils. When doing this they use a range of percussion and untuned instruments with confidence.
104. At Key Stage 2, pupils continue to make satisfactory progress and when singing, for example, in the drama production, demonstrated control of breathing, dynamics of rhythm and pitch. Pupils experiment with sounds using different instruments and show an understanding of dynamics and timbre. They are provided with opportunities to evaluate their own performance and the performances of others and increasingly the comments become more thoughtful and perceptive. Pupils are able to distinguish between wooden, metal, skin and shaking instrument and the different sounds they make. They play compositions created by pupils, follow symbols and play as small, coherent groups. In a lesson in Year 5, pupils were able to identify the music of the 20th century using knowledge of the characteristics of decades of the 1950 to 1990's, which was linked to the history topic. They appraise the different generations of modern music by the different sounds from guitar and drum to electronic keyboards, synthesisers and greater amplification. The links made with history make a good contribution to pupils' cultural development.
105. The quality of teaching is satisfactory overall. Teachers plan well and provide different activities to stimulate pupils. The range of subject knowledge is not consistent throughout the school which inhibits progress in some areas of Key Stage 2. Where teachers are confident and have appropriate expectations, pupils achieve satisfactory standards in singing, appraising and composing. The school uses a commercial scheme to support the less confident teachers but it does not always have the same impact as those teachers who are confident. Insufficient use is made of information technology to aid pupils' compositions. Pupils' response in music is satisfactory overall. Pupils' throughout the school are generally well behaved and attentive. They enjoy singing, treat their instruments with respect and generally share them willingly.
106. Some pupils have peripatetic instrumental tuition for violin, guitar and woodwind instruments and are developing the skills of reading music and the confidence to perform. The co-ordinator is new to the role and is keen to raise the profile of the subject in the school. Resources are good at Key Stage 1, where instruments have been purchased following the fire, and at Key Stage 2 they are satisfactory. Pupils with special educational needs are given similar opportunities to promote their musical skills.

PHYSICAL EDUCATION

107. Pupils make good progress at both key stages. This represents an improvement since the last inspection.
108. Pupils at Key Stage 1 show a good sense of control and co-ordination and are able to link together a sequence of movements. They respond well to instructions relating to improving aim and speed. They display different strategies to catch and throw. They are aware of health and safety considerations and take care when working in pairs or groups to use their own space and to take care when either throwing or hitting a ball with a bat. They use warm up exercises efficiently and pupils are aware of the reasons for this. In dance lessons they respond to musical rhythms well and match their movements in time with the music. They displayed good creative skills when using dance movements of Spanish origin. Pupils learn the rules of games quickly, use correct terms

such as control, aim and direction and practise their dance and games skills with rigour and enthusiasm.

109. Pupils at Key Stage 2 learn different skills for a variety of games which are offered in the upper key stage. For example, all pupils are provided with opportunities to acquire dribbling skills for football, shooting and passing skills in netball, passing skills in hockey and map skills in orienteering. They work hard on developing these skills and all pupils approach all activities with enthusiasm. In swimming where at least ninety per cent of pupils achieve the minimum required standards, pupils continue to improve stroke skills and endurance for life saving.
110. The activities offered are extended for Year 6 pupils where they are provided with the opportunity to participate in new activities during their residential week. Apart from this valuable extension to the National Curriculum, pupils learn independence and inter-dependence. All pupils, including those with special educational needs, benefit well from this balanced programme.
111. The teaching at both key stages is good. Lessons are delivered with enthusiasm, skill and at a brisk pace. This results in effective learning taking place; pupils are motivated and eager to do well. Opportunities are provided to participate in competition sport and the school enjoys success in this area. The school uses the local Leisure Centre for swimming, the hall for gymnastics and dance and the playing fields for outdoor activities. Assessment is at an early stage of development but considers all aspects of physical education.

RELIGIOUS EDUCATION

112. By the end of both key stages pupils' levels of understanding and knowledge of religious education are similar to those expected by the locally agreed syllabus. Pupils make satisfactory progress at both key stages. There is particular strength in pupils' reflection on and response to the spiritual dimension of experience. This area has significantly improved since the last inspection. By the end of Key Stage 1 pupils show good awareness of special places and special qualities related to Christianity. They show sensitivity towards other faiths and cultures, recording stories and customs for which light is a symbol. Lessons and services at the time of the inspection were mainly planned around the theme of Easter and pupils show good knowledge and understanding of the bible story, our traditions and customs and the significance of the cross. The oldest pupils write extended accounts of the disciples, the creation story and the nativity. Work is well presented. In Key Stage 2 the younger pupils show good progress in their written work about Christian ceremonies. They learn about Islam and Hinduism and continue study of the bible, both old and new testaments. In the middle years of Key Stage 2 pupils have sound knowledge of the healing miracles. Their written work shows developing knowledge of Hinduism, Sikhism and Judaism, and this is linked with work in geography and history. Year 4 are making good gains in their understanding through personal contact with a pupil they are sponsoring in India. A wealth of artefacts brought back from a teacher on holiday in the region have extended pupils' interest and knowledge. The pupils at the end of the key stage are well versed in the major religions and write extended accounts, well presented and illustrated with a wealth of information gained from books, information technology programs and the Internet.
113. Improvements have been made in religious education since the last inspection. No time is now wasted on colouring worksheets. Indeed pupils are given every opportunity to write their own accounts of lesson topics and worksheet use is minimal. In lessons observed, pupils are interested in the work they are doing so that they concentrate and generally behave appropriately. The quality of teaching is reaching an excellent standard when teachers have expertise and deep interest in the subject. Teachers' planning is now satisfactory or better and pupils are given opportunities to participate actively in lessons and follow personal research and study. They are provided with the full range suggested by the school schemes of work and the spiritual dimension of religious education is taught well. Multi-cultural work is good.

114. The subject has benefited from expert and enthusiastic co-ordination, good quality in-service training and a higher profile encouraged by the governing body. School-based training has been supplemented by visiting specialist training of high quality and both have had an appreciable effect on standards and quality of teaching and learning. The new agreed syllabus gives teachers good support in their planning and teachers have had access to excellent resources. Sadly many of these were recently destroyed by fire but the school has started to rebuild their collection of high quality visual aids, religious artefacts and multi-cultural dressing-up costumes. Pupils visit a mosque and a temple, and have a close relationship with their local church. These experiences broaden their knowledge of Christianity and other faiths. The teaching of religious education is well placed for further development.