

INSPECTION REPORT

MEAD VALE COMMUNITY PRIMARY SCHOOL

Worle

Weston-Super-Mare

LEA area: North Somerset

Unique reference number: 109112

Headteacher: Mr J. Winn

Reporting inspector: Robert B. Bonner
Rgl's Ofsted No: 25384

Dates of inspection: 9 – 12 October 2000

Inspection number: 224177

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Kestrel Drive Worle Weston-Super-Mare North Somerset
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Appropriate authority:	North Somerset
Name of chair of governors:	Ms J. Mason
Date of previous inspection:	7 – 10 October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Robert B. Bonner Ofsted No: 25384	Registered inspector	Information and communications technology	What sort of school is it?
		History	How high are standards? a) The school's results and achievements
			How well is the school led and managed?
Graham Ellis Ofsted No: 19338	Lay inspector		How high are standards? b) 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?
Judith Clarke Ofsted No: 25509	Team inspector	Science	How well are pupils taught?
		Art	Are staffing, accommodation and learning resources adequate?
		Equal opportunities	
Brian Fletcher Ofsted No: 20457	Team inspector	Mathematics	Are resources used strategically?
		Religious education	
Anne Hogbin Ofsted No: 23009	Team inspector	Foundation stage	
		Geography	
		Music	
		Special educational needs	
William Hooper Ofsted No: 27240	Team inspector	English	How good are curricular and other opportunities?
		Design and technology	
		English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mead Vale Community Primary School serves the district of Worle, in Weston-Super-Mare. There are currently 395 pupils on roll, between the ages of four and eleven, 187 boys and 208 girls. This is larger than the average primary school and considerably larger than at the time of the last inspection. The school is located in an area with a high number of local authority houses and is part of an Education Action Zone that receives additional funding from central government. In the last year 34 pupils have joined the school, a significant number having special educational needs, and 32 have left. Children enter the school in the year that they are five, most having had some form of pre-school education. At the time of the inspection there were 60 children in the reception classes who were under six. When they enter the school the children's attainment covers a wide range of abilities but is generally in line with that expected of their age. There are few children who are achieving above this standard but there is a significant minority that are achieving below it. There are 13 pupils from ethnic minority families, and six pupils have English as an additional language. Sixty-three pupils, 16 per cent, are eligible for free school meals. This is broadly average and lower than at the time of the last inspection. There are 101 pupils identified as having special educational needs, 26 per cent. This is above the national average and much higher than at the time of the last inspection. Three pupils have statements for their educational needs.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is good and standards are rising. The attainment of pupils currently in Year 6 is broadly average in English but is above this standard in mathematics and science. The school is very successful in fulfilling its aims and values that focus on the educational, social and personal development of the individual. Good quality teaching throughout the school enables pupils to develop very good attitudes toward their work, become independent learners and achieve well. The headteacher provides very good leadership and is very well supported by a committed team of teachers, governors and support staff. The school has made good progress since the last inspection, with most issues raised at that time having now been effectively tackled. Taking into account its overall effectiveness, its context and its expenditure per pupil, the school provides good value for money.

What the school does well

- Standards are high in mathematics, science and religious education at the end of Key Stage 2.
- Leadership and management of the school are very good.
- Teaching throughout the school is good.
- Attitudes, behaviour and personal development of pupils are very good.
- Provision for pupils with special educational needs is very good.
- Provision for pupils' moral and social development is very good.

What could be improved

- Standards in information and communications technology, design and technology and geography in Key Stage 2.
- Standards in handwriting.
- Assessment and recording procedures for subjects other than English, mathematics and science.
- The role of some co-ordinators in managing their subjects.
- The use of time during the school day.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since its last inspection in 1996. Standards have risen significantly in mathematics and science and these are now above the national average. The provision for pupils' moral and social development has shown considerable improvement and is now very good. Provision for pupils with special educational needs has also improved and is now very good. There is a new chair of governors in post who is very knowledgeable and has a clear view for the development of the role of the governing body. The school has been very successful in improving the accommodation, and staffing levels are now good. A good programme for personal, social and health education has been successfully introduced. Government approved schemes of work have been adopted in most subjects.

A scheme of work for design and technology has recently been drawn up and a second co-ordinator appointed, but this has yet to make an impact on standards in Key Stage 2, which are still below the levels expected nationally. All aspects of the action plan for information and communications technology have been implemented. Staff expertise has improved and new computers purchased. The school is now awaiting the opening of a new building that will house a computer suite. Standards are still below the levels expected nationally at the end of Key Stage 2. Co-ordinators for English, mathematics and science have been involved in monitoring standards in their subjects, but this is yet to be extended to other subject co-ordinators. The school is clear where it needs to improve and there is a shared sense of determination to succeed and move forward. The school is in a good position to make further improvements and has the capacity to succeed.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	C	C	C	well above average A above average B average C below average D well below average E
Mathematics	A	B	B	B	
Science	A	A	D	D	

When compared with all schools nationally, in the 1999 tests in Key Stage 2 standards were above average in mathematics, average in English but below this standard in science. In comparison with similar schools, pupils' performance was above average in mathematics, average in English but below this standard in science. Boys generally achieved better results than girls. Taking the four years 1996 to 1999 together, standards in English were close to the national average but in mathematics and science were above this standard. In the tests in the Year 2000, there was a significant rise in standards in mathematics and science. In English they fell slightly in line with the school's predictions to slightly below the national average. Although the results had been published there were no detailed comparisons available at the time of the inspection. The school has set very challenging targets for improvement over the next two years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They clearly enjoy coming to school and are enthusiastic, interested and involved in their learning. This has a positive effect on their achievements.
Behaviour, in and out of classrooms	Behaviour in lessons, assemblies and around the school is very good. Pupils are courteous and trustworthy, and are caring and thoughtful in their attitudes to others.
Personal development and relationships	Very good opportunities for developing skills of independence have contributed to very good personal development. Pupils enjoy very good relationships with adults and with each other.
Attendance	Satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 6 years	aged 6-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

Overall, teaching is good throughout the school. In 74 per cent of lessons it is good or better, in 23 per cent it is very good or better and in 1 per cent it is excellent. There was no unsatisfactory teaching observed. This is an improvement since the last inspection when 59 per cent of lessons were good or better and 8 per cent were unsatisfactory. Teachers have good knowledge and understanding of the subjects they teach and high expectations of pupils and their work. Teachers manage pupils very well achieving high standards of behaviour. Lessons are well organised and time and resources are used effectively to promote pupils' learning. The teaching of English and mathematics and literacy and numeracy is good. Teachers' planning for these lessons takes into account the needs of all pupils, ensuring that independent and group work is well matched to pupils' learning needs. The emphasis being placed on the development of mental and problem solving skills in the numeracy lessons is enabling pupils to make significant gains in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the children who are under 6 is satisfactory. The curriculum for pupils in Key Stages 1 and 2 is broad and balanced and meets statutory requirements. The school provides a broad range of opportunities that meet the aptitudes and particular needs of its pupils. The strategies for literacy and numeracy have been successfully introduced and standards are rising, particularly in mathematics. The provision for pupils' personal, social and health education is good.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. Pupils are very well supported and are very well integrated into the life of the school.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is good. Pupils are well supported and integrated into the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, provision is good. Moral and social development are very good, spiritual development is good and cultural development is satisfactory.
How well the school cares for its pupils	The school provides a very good level of care and support for its pupils. The high quality relationships between staff and pupils are the basis of this support. There are very good procedures for monitoring and promoting good behaviour which results in an orderly and productive atmosphere in which pupils flourish. There are good procedures for assessing pupils' achievements in English, mathematics and science but not in the other subjects.

The school works hard to involve parents in the school and in their children's learning at home. It offers a wide range of opportunities to encourage them. It provides good quality information for parents, which gives them a flavour of school life and keeps them well informed about their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher and other key staff are very good. The headteacher provides strong, sensitive leadership and, with the effective support of key management staff gives a very clear direction for the development and improvement of the school.
How well the governors fulfil their responsibilities	The contribution of the governing body to the effective running of the school is good. Governors take their responsibilities seriously and are committed to providing the best possible education for all pupils. They are kept well informed and work hard in their individual and collective roles. They have a clear view of the strengths and weaknesses of the school.
The school's evaluation of its performance	The headteacher and senior management team monitor and evaluate the performance of staff and provide relevant feedback and training opportunities. There are effective systems in place for assessing pupils' achievements in English, mathematics and science and monitoring the attainment of individuals and year groups. Good measures are in place to improve the quality of teaching and raise the attainment of pupils.
The strategic use of resources	Educational priorities are very well supported through the school's financial planning. Spending is targeted to agreed priorities especially the raising of standards.

The school applies the principles of best value to most parts of its work. The school has a good number of well-qualified teaching and support staff. The accommodation is good overall. There is generally a satisfactory range of resources but there are insufficient computers and programs and tuned percussion musical instruments.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy going to school. • Staff are approachable and parents are comfortable airing their concerns. • The school expects their children to work hard. • The quality of teaching. • The leadership and management of the school. 	<ul style="list-style-type: none"> • The information provided about their children's progress. • The amount of homework their children receive. • The range of activities outside school.

The inspection supports the positive view that parents have of the school. Inspection evidence does not support the concerns of a minority of parents. The overall quality of information provided for parents about their children's progress is good. Pupils receive a satisfactory amount of work to do at home. There is a satisfactory range of activities and visits outside school to support pupils' educational and social development, although these are generally for the oldest pupils in the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the school most are achieving standards that are broadly similar to those expected nationally for their age. There are few children who are achieving above this standard but there is a significant minority that is achieving below it. The standard they achieve is slightly below that in most other schools within the local authority area. Children make good progress through this stage of their education and the majority are on course to meet the nationally defined learning goals for six-year-olds. When they first come to school the majority of children have a limited vocabulary to communicate and express their ideas compared with standards usually found. Children develop their pre-reading skills very well. They distinguish the difference between text and illustrations, look for detail in the pictures and retell stories in their own words. Handwriting skills develop well from making marks on the paper to forming letters correctly and of a consistent size. Children know the names of the common shapes and can explain why they are different. They understand and use mathematical language such as 'taller', 'shorter' and 'wider'. By the age of six, most children add and subtract practically to ten and write their numbers correctly.
2. The results of the National Curriculum tests for seven-year-olds indicate standards in the 1999 tests in Key Stage 1 were below average in writing and well below this standard in reading and mathematics. In comparison with similar schools, pupils' performance was well below the national average in all three subjects. Taking the four years 1996 to 1999 together, the performance of pupils in mathematics was close to the national average but below this standard in reading and writing. There were no significant differences between the attainment of boys and girls. Trends over time indicate a steady rise in standards in reading and writing and a significant rise in mathematics; standards fell dramatically in 1999 in all three subjects due to a particularly low-attaining cohort. This is verified by the low attainment recorded during the inspection of the current group in Year 4. Pupils are achieving at satisfactory levels in English, mathematics and science.
3. By the end of Key Stage 1, pupils speak well in small and larger groups and listen and respond to stories and instructions. The majority employ a variety of strategies to support their reading including phonics and picture clues. They all understand how to use books and can talk about the characters and events in stories. Many pupils write well by the end of Year 2, although a minority make errors in basic spelling and punctuation. In mathematics, pupils recognise numbers up to 100 and identify patterns in the 100 number square. They readily identify geometrical shapes and have a good understanding of addition and subtraction. In science, pupils conduct investigations and explain their results clearly. They understand that all living things grow and develop and that some materials are waterproof. Pupils distinguish between appliances that use batteries and those that work from a mains electricity supply, and they know that it is unsafe to touch electrical equipment with wet hands.
4. The results of the 1999 National Curriculum tests for eleven-year-olds in the 1999 tests in Key Stage 2 indicate standards that were above average in mathematics, average in English but below this standard in science. In comparison with similar schools, pupils' performance was above average in mathematics, average in English but below this standard in science. Boys outperformed girls in all three subjects by an average of half a term. Taking the four years 1996 to 1999 together, the performance of pupils in English was close to the national average but above this standard in mathematics and science. Trends over the last four years indicate a fluctuating picture with standards falling back from a high in 1997. The most significant decline was in science in 1999. The overall trend is broadly in line with the national trend. In the tests in the Year 2000, there was a significant rise in standards in mathematics and science to at least above the national average. In English standards fell slightly in line with the school's predications. Although the results had been published there were no detailed comparisons available at the time of the inspection. The school has set very challenging targets for improvement over the next two years. Pupils are generally achieving well in relation to their prior attainment. Very challenging targets have been set for future improvement.
5. By the end of Key Stage 2, pupils listen well, they follow class talks and show their understanding by asking appropriate questions. They discuss characters in books and support

their opinions by reference to the text. Standards in reading and writing are sound. Pupils value books and talk with enthusiasm about the books that they have read. Those of average attainment read and enjoy a variety of books and have well-established reading strategies to help them decode unfamiliar words. A few pupils with special educational needs have difficulty in reading but they are well monitored and are making good progress in relation to their prior attainment. Higher-attaining pupils have good skills in skimming and scanning when looking for information. Depending on the subject and the intended audience, pupils write in a variety of ways. The majority express themselves clearly and presentation skills are usually satisfactory. However, there are still some weaknesses in the basic skills of punctuation and spelling for a small minority of pupils and in handwriting for a significant minority. In mathematics, pupils understand place value up to and beyond 1000. They arrange three-figure decimals in order and recognise and name equivalent fractions. In science, pupils demonstrate a systematic approach to their investigations. They use materials and equipment well and understand the need to make their test fair. They make predictions, record their findings and evaluate their results. Pupils understand terms, such as 'evaporation' and 'condensation', and relate these to their everyday experiences.

6. Attainment in information and communications technology is in line with standards that are expected nationally at the end of Key Stage 1 but below this standard at the end of Key Stage 2. In Key Stage 1 the majority of pupils have developed satisfactory levels of keyboard skills and mouse control. They know the main function keys on the keyboard and use the keyboard and the mouse to control a program. They know how to load the correct program, and save and print their work. By the end of Key Stage 2 pupils retrieve files from the hard disk and save and print their work. They change the colour and shape of text in addition to changing its size and style. They save and retrieve information on a database and access the information they require. Keyboard skills are under-developed, however, with many pupils having to 'search' for keys. There have been too few opportunities for pupils to use simulation or control programs or to use computers to monitor external events. In addition, pupils have too few opportunities to draft and redraft their work onto the computer. There will be much greater access for pupils to use computers when the new suite opens early in the new year.
7. In religious education, by the age of seven and eleven, pupils achieve standards that are above the expectations of the locally agreed syllabus. Pupils are making good progress and achieving well in both key stages. By the end of Key Stage 1, pupils know about the main festivals of Islam, Judaism and Christianity. They know about special books and are familiar with the stories in the Bible, the Koran and the Torah. By the end of Key Stage 2, pupils display an insight into the Christian view of people's responsibility to the environment. They understand and debate the issues making references to assemblies, charitable events and themselves.
8. Pupils are achieving satisfactory levels of attainment in literacy and numeracy at the end of Key Stage 1 but above this standard in numeracy at the end of Key Stage 2. Standards are in line with those expected nationally in art and design, history, music and physical education at the end of both key stages. In design and technology and geography they are in line with the national expectation in Key Stage 1, but by the end of Key Stage 2, they are below this level. With reference to the last inspection report, standards have risen in mathematics, science, physical education and religious education but have fallen back in design and technology and geography in Key Stage 2. In all the other subjects standards have remained at similar levels. Pupils are achieving at satisfactory levels in most subjects but above this level in speaking and listening, science, music, physical education and religious education, in both key stages and in reading, writing and mathematics in Key Stage 2.
9. Pupils on the school's register of special educational needs, including those who have a formal statement of need, achieve well, making good gains in their learning in relation to their prior attainment, and good progress towards the targets set for them. When pupils are withdrawn from the classroom for specialist teaching, either individually or in small groups, they make very good gains in their knowledge because the well trained adults who work with them are able to match work precisely to their needs. These pupils have positive attitudes to their learning, know what they have to do to improve and make the most of the opportunities given to them. Pupils who have English as an additional language are well supported in their learning and achieve well in relation to their prior attainment.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school are very good and they are very well motivated towards their work. Their behaviour, in lessons and in the playground and their personal development are very good. They have very good relationships with adults and other children. Parents consider that their children like school and that it is very successful in achieving good standards of behaviour.
11. Pupils are happy coming to school. They arrive cheerfully and go quickly to their lessons at the start of the day. They are enthusiastic, have very good attitudes to learning and make good progress. Most pupils take responsibility for their own learning when, for example, the teacher is engaged with another group in the classroom. They talk enthusiastically about their work and willingly join in activities and discussions in lessons. In the majority of lessons, pupils' positive attitudes are enhanced by teachers' very good class management skills and high expectations. Few instances of inattentiveness were observed and these were usually in the minority of lessons in which these high expectations were not sustained, or the lessons were too long. Pupils with special educational needs and those with English as an additional language have positive attitudes towards learning, sustain concentration and make good progress. They are enthusiastic, listen attentively and enjoy challenging tasks. They are well integrated and work well with other pupils.
12. The personal development of pupils is very good. Children under six are proud of their efforts, concentrate and respond well to their activities. They are interested and motivated, learn effectively and act responsibly, for example, when moving to the library to change their books. Pupils enter school with average levels of social skills and independence. As they move through the school these are considerably developed. The school's strategies have positive impacts so that in their later years, pupils display very good and often excellent levels of self-discipline and self-motivation.
13. The previous inspection report indicated that behaviour was very good, and this remains the case. The school is an ordered community. Pupils are smart, friendly, courteous and considerate of each other. The positive approach taken to behaviour is an integral part of the school's successful culture of developing the whole child. The staff's reinforcement of a positive learning environment successfully achieves a very high standard of behaviour. In classes, behaviour is very good and amongst the older children is frequently excellent. Pupils know what is expected of them and respond very well. For example, on formal occasions such as assemblies they arrive and conduct themselves in an orderly and respectful manner. Behaviour in the playground and when moving around the school is very good. No incidents of bullying or other oppressive behaviour were seen during the inspection. There have been no exclusions.
14. The school's aims are effectively implemented, creating a perceptible and pervasive environment of universal ownership. Within this, pupils are proud of their school, careful with equipment and resources, politely sharing and quickly and efficiently tidying up equipment. They respond positively to opportunities to exercise responsibility and independence, willingly undertaking duties and showing very good initiative and personal responsibility. For example, pupils take registers to the office, older pupils adopt a caring and protective approach to the younger pupils and also show initiative in response to charities by organising their own activities. They demonstrate very good social skills, with an appropriate awareness of the achievements of others.
15. The very high standards of relationships are a major strength of the school. Relationships between pupils themselves and with adults are very good. Adults act as positive role models. Pupils feel valued by teachers and reciprocate accordingly, reflecting the respect they are shown. They consider the staff supportive and approachable within a warm and relaxed school atmosphere. Pupils work together harmoniously, providing general help and assisting each other in activities. In group work they collaborate well and learn effectively from each other. They are trustworthy, thoughtful and considerate, respecting the feelings, values and beliefs of others.
16. In the previous inspection report, attendance was average. It is now close to the national average and is therefore satisfactory. Unauthorised absence is also close to the national average. Registers are completed promptly and efficiently in accordance with regulations. Pupils are generally punctual in their attendance, which enables lessons to start on time. There are no

significant attendance problems.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good overall. In all lessons teaching is satisfactory or better. In 74 per cent of lessons it is good or better. In 23 per cent it is very good or better and in one per cent it is excellent. There were no unsatisfactory lessons observed during the inspection. This is an improvement since the last inspection when some lessons were judged unsatisfactory and the percentage of good and very good teaching was lower. Weaknesses in the last report related to the teaching of physical education and design and technology. The teaching of physical education in this inspection was good but no teaching of design technology was seen. In physical education, the teachers have enlisted the expertise of specialist teachers to give them guidance and support and this has had a positive impact upon the quality of their teaching. The headteacher and the senior management team have monitored teaching and set the teachers targets for their improvement. This has had a positive impact on the quality of teaching. The support and assistance the teachers give to each other in the different phase groups has a positive impact on the quality of teaching within the school.
18. Teaching in the Foundation Stage is satisfactory or better in 100 per cent of lessons. It is good or better in 73 per cent of lessons and in 18 per cent it is very good. In Key Stage 1, it is satisfactory or better in 100 per cent of lessons. It is good or better in 67 per cent of lessons, in 13 per cent it is very good. Teaching in Key Stage 2 is satisfactory or better in 100 per cent of lessons. It is good or better in 79 per cent, in 28 per cent it is very good or better and in two per cent it is excellent. Teaching is good in all subjects apart from geography in both key stages and mathematics in Key Stage 1, where it is satisfactory. No judgement can be made about the teaching of design and technology in either key stage or history in Key Stage 1 as no lessons were observed during the inspection.
19. The teaching of literacy in English lessons is good, overall. Class teachers have a good understanding of all aspects of the teaching of the National Literacy Strategy and they are confident in teaching the basic skills in all aspects of reading and writing. Planning for the literacy hour is effective and the literacy programme has been implemented well. Teachers have high expectations of the work of their pupils and provide work that challenges even the most able. The teaching of numeracy in mathematics lessons is satisfactory in Key Stage 1 and good at Key Stage 2. Teachers have a detailed knowledge and understanding of the National Numeracy Strategy. They have embraced its structure very well in their planning. Planning is good and provides a clear structure to the lesson with the provision of work for three attainment groups. Learning aims are clear and shared with pupils and as a result, they are aware of what they are expected to achieve. Good use is made of plenary sessions at the end of lessons to assess pupils' learning and reinforce learning objectives. The teaching of literacy and numeracy supports learning well in many other curriculum areas. For example, in science lessons the pupils have opportunities to measure accurately and to record the results of their experiments and explain what the results show.
20. The teaching of pupils with special educational needs is good. Teachers, together with the co-ordinator draw up good individual educational plans that are simple and clear to follow. These are well used to plan suitable levels of work, modify teaching methods and identify appropriate resources. For example, in the special needs room, pupils work at their own level on computer programs in order to improve their spelling. Individual and small group teaching carried out by well-trained special needs staff is very good. Work is very precisely tailored to pupils' needs enabling very good learning to take place. Teachers and special needs staff have very good liaison procedures which ensures that teaching in withdrawal sessions links closely with current classroom learning. Assistants keep very precise observational notes that are discussed with the class teacher, and form the basis for future teaching. Key Stage 2 pupils with special needs benefit from small group teaching during certain weeks of the year in the extra literacy and numeracy 'booster' classes provided to raise standards. Pupils with a statement of special educational needs receive very good quality support as teachers incorporate advice from outside specialists to provide the best teaching possible; for example, by visiting a special school to gain expertise in teaching a child with a statement of need for learning difficulties associated with Down's Syndrome. Pupils identified as gifted or talented in English are included on the special

needs register and are provided with specific lessons to meet their needs which ensures they are suitably challenged and achieve at a high level. Pupils who have English as an additional language are well supported and integrated into the life of the school and make good progress in their learning.

21. Overall, the teaching of children in the Foundation Stage is good. Teachers work effectively with learning support assistants and other available adults to provide a good mix of whole class and small group teaching. The development of children's personal, social and emotional skills is good and underpins all reception class teaching and meets the school's aim of developing the whole child. As a result pupils have positive attitudes to school, are keen to learn and make good progress. However, teachers do not always identify the purposes for play activities, which was also identified in the previous report. The result is that whilst children enjoy the activities and develop good social skills of sharing and playing together, the activities do not move them on in other areas of learning.
22. Teachers have good knowledge and understanding of the subjects they teach. They use the correct technical terms and appropriate subject specific language to develop pupils' knowledge and understanding of each subject. This was particularly evident in English, mathematics and science, where technical language was used accurately. For example, in a good Year 1/2 science lesson the pupils working with pipettes and water accurately applied the terms 'waterproof' and 'fair test' in their investigations as they sought to find a suitable piece of material to make John a waterproof hat. In literacy lessons, pupils show an understanding of terms such as 'play-scripts' and 'fairy stories'. The teachers have a clearly focused understanding that they need to develop the pupils' technical language at a good pace through carefully structured work, with the pupils being carefully extended. Teachers place an accurate level of demand upon individuals, which ensures that all are fully involved. For example, in a very good upper Key Stage 2 mathematics lesson, the class teacher ensured the learning was very good, by sequential, organised teaching where nothing was left to chance. This systematic approach made a strong impact upon the pupils' learning.
23. Teachers' planning is good. They plan carefully together and this is good use of the expertise of all the teachers in the year groups and ensures an equality of provision for the pupils in each of the parallel classes. In literacy and numeracy, the teachers plan closely to the structured frameworks and this is a strength of their work. The teachers in the reception classes plan their work well to cover the areas of learning for the children under 6. Teachers in Key Stages 1 and 2 plan their lessons well. Planning clearly indicates what has gone before and builds upon previous learning well. It is tailored to include all the levels of attainment in the classes. In the best lessons, teachers share the learning objectives with the pupils at the beginning of the lesson and revisit them at the end. In a few lessons, however this is not the case, and as a result, pupils are not kept fully aware of what they are expected to achieve. Teachers are effective in developing pupils' learning across a number of curriculum areas. For example, in an art lesson in a Year 1/2 class the pupils designed Mondrian pictures on the computer using a paint program in support of their art lessons. Overall, computers are not used sufficiently to support other areas of the curriculum.
24. Teachers' expectations of the pupils and their work are high and at the end of Key Stage 2 they are very high. Teachers questioning skills are good and work is well matched to the pupils' individual needs. In a mathematics lesson in a Year 5/6 class, the class teacher had very high expectations of all the pupils' behaviour and work. The pupils were praised and encouraged and challenged to give their best performance. This ensured the pupils were fully involved in their learning with the maximum of effort and concentration and as a result all the pupils achieved very well. In all classes pupils are encouraged to work independently. They collaborate very well together and listen carefully to the contribution of others. They are keen to hear what other members of the class have been engaged in and listen carefully to each other's reports. In a literacy lesson in a Year 3/4 class, the pupils enjoyed listening to each other's poems showing good listening skills, and applauded each other's achievements. Pupils and staff have very good relationships with one another and this adds significantly to the quality of the work that the pupils produce and the way in which they learn. Pupils feel their contributions are valued and this helps to develop their confidence and self-esteem.
25. Teachers generally organise their lessons well so that all pupils are provided with challenging

work of an appropriate level. In Key Stage 1, the teachers arrange the pupils in single year groups for mathematics which ensures that pupils have carefully focused work matched to their needs. In Key Stage 2, pupils are grouped according to their prior attainment. This restructuring enables the pupils in these classes to learn well. Staff use the format of the literacy and numeracy lessons effectively to support teaching in other curriculum areas. At the end of lessons the pupils generally evaluate their learning and consider how they might improve their work. This was seen in a music lesson where the pupils carefully evaluated their work and decided how it could be improved. Teachers are effective in the way they reinforce pupils' learning by linking different subject areas together. This was seen in Years 5 and 6, where the pupils study the Victorians in history, perform a dance drama about Victorian games and draw pictures of the Victorian houses in Weston-Super-Mare. In this way the pupils develop a broad picture of life in this period.

26. The management of pupils throughout the school is very good and the standard of behaviour in lessons is very good. The management of pupils is being consistently developed throughout the school with the very good behaviour being a reflection of the very good relationships within the school. At the end of Key Stage 2, the pupils' behaviour is exemplary. This is the culmination of the supportive and sensitive teaching that the pupils receive throughout their years in the school. Those pupils who find it difficult to behave well are sustained in a patient, consistent and supportive manner. They have specific help and support from specially trained counsellors and this has a positive impact upon their behaviour. Teachers are effective in engaging and challenging pupils in their work and this enables them to learn well.
27. Time and resources are used effectively to keep all the pupils on task. Lessons move along at an appropriate pace but there is time for the pupils to consolidate their work and think about the tasks the teachers have set. Occasionally lessons are overlong. In these lessons the pace drops and pupils' learning slows. Resources are used well to support learning in the classrooms. The teachers prepare good quality worksheets and they are used well in class to support the pupils' different levels of attainment. Learning support staff are well deployed and used effectively in most classes whilst in others their time is not used efficiently. This is mainly due to the fact that many of the staff are new in post and their timetables are yet to be fully evaluated. However, where they are utilised well by the teachers, they give careful support and enhance pupils' learning in the classrooms.
28. The quality of day-to-day assessment is satisfactory. Teachers monitor pupils' work well in the class giving support and advice, as needed. They effectively match the support and guidance they give to the needs of the pupils. Teachers assess the impact of their lessons thoroughly and use this information to inform their future work. This is seen particularly in the parallel year groups where the teachers evaluate their lessons, discuss what went well and what was less successful, so that the other members of the team gain from these experiences. Teachers mark pupils work in a supportive manner but do not always provide guidance as to how it could be improved. Many teachers question pupils well to gain insights into their levels of understanding, challenge their thinking and encourage the development their speaking skills. The amount and quality of homework is satisfactorily overall, with pupils reading and learning spellings at home.
29. Pupils throughout the school are keen and interested in their lessons. They are eager learners who enjoy coming to school and are stimulated by challenging and interesting lessons. Pupils are motivated by the very good relationships they have with the teachers who encourage them to work hard during lessons. Higher-attaining pupils are appropriately stretched and challenged in their work and pupils who find learning difficult are given very good support and guidance and so they achieve well. Pupils who attain at the expected levels are given tasks to challenge their thinking and broaden their horizons. Throughout the school pupils try hard. By the end of Key Stage 2, they are fully focused and involved in their learning. This is apparent in all lessons where the pupils' behaviour is often outstanding and their commitment and conscientiousness in lessons is marked. The behaviour of the pupils at the end of Key Stage 2 is excellent and is the product of the consistent and effective promotion of the aims and values of the school. Pupils enjoy all lessons, although they report that they have particular favourites. They know that the staff give them good support and encouragement in lessons they find particularly hard. Pupils demonstrate good levels of independence in their work and concentrate well on their tasks.

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

Learning opportunities

30. The provision for pupils in the Foundation Stage is satisfactory. A broad and balanced curriculum is provided throughout Key Stages 1 and 2 and the subjects meet the requirements of the National Curriculum. Religious education is successfully taught according to the locally agreed syllabus. The school endeavours to offer a good range of worthwhile opportunities for pupils that interest and motivate them and gives priority to this aim. The school has rightly given a focus to the teaching of literacy and numeracy and the national strategies have been successfully implemented. However, individual lessons are sometimes too long and in many cases exceed an hour. In other subjects, such as art and science in Key Stage 1 and religious education in Key Stage 2, lessons are also sometimes too long; younger pupils find concentrating for these extended periods difficult and in others the pace of the lesson slows. The time that is available is not being used efficiently. In science in Key Stage 2, efforts are being made to apply pupils' literacy skills in their scientific work. Computer skills are now being consistently taught in specific lessons, but the use of computer programs to support pupils' learning across the curriculum has yet to be fully implemented. There are, nonetheless, examples where they are used well, for instance, in art lessons in Key Stage 1 and as a spelling resource for English in Key Stages 1 and 2. It is the school's intention to develop this area when the computer suite in the new building is ready early next year. Resources are clearly set out and accessible and there is a good range of books, materials and equipment, including three interactive whiteboards that are used effectively to support work in classrooms and the Special Educational Needs Centre.
31. The school has responded to the last report where it was mentioned that some subjects did not have schemes of work in place, and these are now either in place or are under construction. In design and technology, science, physical education and geography, the school has adopted the government-approved schemes that provide consistency and ensure that the content builds on the pupils' knowledge and experience as they move through the school. There is a strong emphasis on promoting pupils' personal social and health education. Currently the sex education policy is being reviewed by a committee of the governing body, in light of the new Department for Education and Employment document 'Sex and Relationships: Education Guidance'. This will replace the current arrangement of pupils in Year 6 participating once a year in a puberty education programme led by a visiting speaker. Parents' views are being sought before final arrangements are put in place. Pupils receive education about drugs through personal social and health education and science lessons. The importance that the school attaches to health education is evident in that it has received an award for its health promotion programmes, which have been used in other local authority schools as exemplar material. The school is aware of the need to include citizenship as part of personal social and health education and a new course is being introduced that will enable this element to be covered fully.
32. There is a broad range of extra-curricular activities, clubs and visits out of school, which enrich the pupils' experiences and support their learning. Good opportunities exist for pupils to participate in clubs and activities such as football and hockey, musical activities, joining the choir, drama, art, French and first aid training. There is a good take-up for these. Several activities take place at lunchtimes and the teachers are generous with the time that they spend on them. A minority of parents feel that there are insufficient opportunities for pupils to participate in an interesting range of activities outside lessons. Most of these parents are of children in the Foundation Stage, and of pupils in Key Stage 1 and lower Key Stage 2 classes and the majority of clubs are offered to the older pupils in the school.

33. The school has a strong commitment to equality in education and there is a good policy. Pupils for whom English is an additional language are well supported and they are able to benefit from the full range of curricular opportunities. Provision for pupils with special educational needs is very good and all statutory requirements are met. The school places a very good emphasis on this area of its provision, constantly reviewing and improving its practices. Pupils have full access to the curriculum and extra-curricular activities. Systems and procedures relating to special needs are very good, as is the paperwork that underpins them. Pupils on the school's special needs register have clear and suitable individual education plans. Pupils with special needs in Years 3, 4 and 6 have periods of more intensive teaching as part in the extra government-funded literacy and numeracy classes to raise standards. There are many well thought-out initiatives provided by specialists and visitors ranging from bereavement counselling to visits by members of Bristol Rovers football team to support reading programmes and promote self-esteem with older pupils. Gifted and talented pupils receive extra classes in English within school and attend the summer school provided by the educational action zone.

Personal development

34. There is good provision for pupils' personal development, which fully reflects the school's aims. Their spiritual development is encouraged well, especially through the planned programme of assemblies and collective worship and in religious education lessons. These enable pupils to reflect on their own experiences and to explore the values of others. Pupils lead assemblies and gain practice in expressing their thoughts and feelings. This is augmented by work in the classroom where pupils are invited to share their triumphs and disappointments with their classmates. Pupils develop an understanding of how others bring purpose to their lives. This ranges from the work of Francis of Assisi to the bereavement experience of a friend. Collective worship is generally of good quality. A prayer is spoken and there is a moment of quiet reflection. A lighted candle symbolises that this is a special part of the day for this strong school community. Visiting clergy take assembly from time to time. In all these activities, pupils' ideas and opinions are respected and valued. The high standards identified at the previous inspection in the provision for pupils' moral and social development have been maintained and enhanced.
35. Provision for moral development is now very good. The school has worked hard and successfully in recent years to improve its strategies for managing behaviour and has clear guidance for pupils which they discuss and are led to respect and understand. The school council, which has representatives from only Years 5 and 6 at present, plays a significant part in this. The school is unequivocal in what it expects of its pupils. They are clear about what is right and what is wrong. By the time they reach Year 6, pupils have internalised a strong moral code and, in their behaviour around the school, set a very good example to younger pupils. Sensible rules, which pupils have helped to prepare, are displayed in all the classrooms. A system of rewards, highlighted in house assembly, confirms one of the school's aims: 'recognising achievement and celebrating success'.
36. Social development is also very good and better than at the previous inspection. Relationships throughout the school are exemplary and are sensitively monitored by staff who provide good role models for their pupils. During the inspection week there were no examples of aggressive behaviour. There were many examples of pupils helping each other and caring for those younger than themselves. At lunchtime young volunteers develop their social skills by answering the telephone in the school office. Monitors perform various tasks efficiently and willingly. Senior pupils are awarded gold badges to indicate their degree of responsibility – which includes looking after younger pupils on a wet day. Overall, the school provides a supportive environment for pupils' social development.
37. Provision for cultural development is sound. The school's activities embrace the wider community. The school provides visits, for example, to the Sea Life Centre, a farm and the local church. The town trail is used well to support pupils' knowledge and understanding of local history. There is a local artist in residence and the school takes part in music and drama festivals. Local organisations such as the fire brigade, police and RSPCA send representatives to meet the pupils. Pupils collect for charitable causes. Pupils are taught well about the diverse cultures and faiths represented in the area in a climate of mutual respect. The programmes of religious and personal education support this aspect very well and there are some items on display around the school, which enhance this provision. However, as was noted at the previous inspection, the school does not yet prepare pupils well enough for life in multi-cultural Britain.

38. The school has satisfactory links with the local community. The expertise of parents is well used and there are good links with three local churches, the police and Bristol Rovers football club. Effective use is also made of the immediate environment as a resource, for example Weston town and beach. There are also regular visits to places further afield, for example, Caerleon (Romans), Bristol Zoo and the Sea Life Centre. Pupils who are in Years 5 and 6 visit Kilve for outdoor activities. There are links with other schools in Leicestershire and Hampshire and developing links with schools in France, Italy and Greece. There are useful commercial sponsorship links. However, such business links have not yet been developed for curriculum related visits.
39. The school has very good relationships with partner institutions. The school has especially good links with Worle Comprehensive School, which is the destination of most of the pupils. This school has Special School status in Arts and one of the main functions of the link is to improve the standard of music and drama at Mead Vale. The school's music festival is adjudicated by the head of music from the secondary school, and several pupils are members of the secondary school choir or orchestra. Children from Years 6, 7 and 9 have worked together with a professional actor culminating in a dramatic performance held at the secondary school. There is good liaison between staff and good sharing of equipment and resources. There are also good links and relationships with the local pre-school playgroups. A significant number of parents help in the school and accompany school trips etc. The school has some access to the Internet and also is developing links, (pen-pal schemes and Internet communication) with other schools, both in Britain and overseas, to contribute to subjects such as English and geography.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school provides very good care for its pupils within a secure and caring working environment, which is well supervised. The previous inspection report stated that there was a strong commitment to pastoral care with supportive staff. This continues to be the case. The use of educational and personal support and guidance is very good. Procedures for child protection and ensuring pupils' welfare are good.
41. There is very good, comprehensive pastoral care provided by all staff who know individual pupils very well. The school places a high priority on welfare and support as a vital element in pupils' learning. The very good personal support and guidance provided by the headteacher, class teachers and support staff is well matched to the particular needs of pupils and is acknowledged and valued by parents. The school's arrangements for child protection are very good. There is a designated staff co-ordinator who is well trained and experienced. Teachers have very good knowledge of their pupils and staff have been thoroughly briefed in the relevant procedures to be followed. The school provides a safe and healthy environment. A good health and safety policy has been adopted and internal responsibilities are well defined and understood. The care and protection of pupils is a high priority and staff are watchful of health and safety requirements. There are regular safety inspections involving the governing body. There are very good arrangements for the care and support of pupils who are taken ill at school. There is very good provision for first aid and the school maintains appropriate accident records. The arrangements for the supervision of pupils at break times and lunch periods are well organised and carried out with care.
42. The school has a comprehensive, positive approach to behaviour and discipline which is operated successfully within its successfully maintained ethos of developing the whole child. The policy is well understood and conscientiously and consistently applied by all staff. Staff work industriously to promote good behaviour and sound social skills, supported by very good systems for recognising and supporting positive behaviour. Every opportunity is used to reinforce acceptable standards, including the weekly house meetings and the specific behaviour support staff provided for particular pupils. The overwhelming majority of pupils are therefore successfully motivated to act responsibly and the small number of instances of inappropriate behaviour have been reduced still further as a result of these initiatives. Pupils are confident about approaching staff with concerns and the policy and procedures for dealing with bullying and resolving the few incidents that arise are excellent. Parents feel that the school is successful in achieving good behaviour. Attendance is satisfactorily monitored and promoted with effective communication of procedures

to parents. There is effective liaison with the educational welfare service and the school actively follows up the very few instances of unexplained absence.

43. There is very good, thorough monitoring of pupils' personal development by teaching and non-teaching staff throughout the year. This is supported by good pupil profiles. There are a number of very good general and targeted support mechanisms for example, bereavement counselling. By celebrating pupils' personal accomplishments, promoting positive behaviour and attitudes, the weekly house meetings and assemblies provide structured reinforcement of the school's overarching development of pupils' confidence and maturity. Pupils are provided with good opportunities to exercise responsibility. They are regularly involved in supporting charities. In all classes they carry out various regular duties and older pupils also undertake more responsible positions; for example, assisting with assemblies and answering the office telephone at lunchtimes. There is also an active school council involving pupils in Years 5 and 6 which provides a very good opportunity for the development of pupils' involvement in the management of the school. The gains and advances made by pupils, therefore, well prepare them for the next stage of education.
44. Procedures for assessing pupils' knowledge, understanding and skills are good in English, mathematics and science. In these areas clear use is made of assessments to inform planning. The school is continuing to develop the use of a tracking system to measure each pupil's development from the time they enter school. Currently, very detailed analysis takes place of individual and cohort achievement with regard to the statutory assessments and standardised tests and the present monitoring and evaluation procedures are having an important impact on raising standards. The progress from year to year is particularly well documented. Pupils are tested on their reading and spelling and additional tests in English, mathematics and science are administered and results are thoroughly analysed. Detailed reading records are kept monitoring pupils' progress through the reading scheme. The results of assessments and records of progress are passed on to the next teacher and are used to inform future planning. There has been some monitoring of standards through work sampling, but this is not widespread. The school has very recently introduced a system to monitor pupils' progress in subjects other than English, mathematics and science. There is however, no system for assessing and recording the development of pupils' skills in these subjects.
45. The school cares for its special needs pupils very well. The assessment and monitoring of the attainment and progress of pupils with a statement of special educational need are very good. The individual educational plans link closely with the need shown on the statements and are regularly monitored and reviewed in line with the national code of practice. There are very good systems for ongoing assessments through liaison between all adults working with pupils on the schools special needs register, as well as the more formal regular monitoring and review procedures. This leads to very good provision for special needs pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school's links with parents are good. Parents provide good general and financial support to the school and they hold very good views with what it provides and achieves. The school values its partnership with parents and maintains good relationships with them. The generally good quality of information provided for them by the school is acknowledged and appreciated by parents. There is good involvement of parents in the school and the parents' contribution to their children's learning is good.
47. The school communicates frequently with parents and, overall, the quality of information is good. The governing body's annual report to parents is informative and the well-produced prospectus is an attractive, useful document for parents, containing detailed, yet relevant information which emphasises the importance of home-school links. There are regular general newsletters and communications to parents. However, there is no regular, systematic provision of curriculum information. There have been curriculum-related meetings though none recently on, for example, numeracy.
48. The annual reports to parents are satisfactory. The quality of information varies between classes.

It is better in English, mathematics and science than in the other subjects and generally more extensive in Key Stage 1. Information is not always provided on what pupils know, understand and can do and does not generally include targets for improvement. However, all reports provide useful assessments related to National Curriculum levels, descriptions of the areas of work covered and comments on pupils' personal development. Parents' information about their children can also be broadened by their discussions with staff throughout the year.

49. There are three opportunities for formal consultation during the year, including one following the issuing of pupils' annual reports in the summer term. Although the school strongly encourages their attendance, there is not consistently good support by parents at these meetings. There is a home-school agreement, on which parents were consulted and the majority have positively responded to it. There are good links with those parents whose children have special educational needs. Parents receive early notification of their children's needs and are kept fully informed. They are encouraged to be involved in their children's learning. Targets are discussed with parents on a regular basis. There is a systematic homework policy and well organised homework arrangements including home/school books and reading diaries. These provide parents with opportunities to comment and become actively involved, enabling them to make a valuable impact on their children's education.
50. The majority of parents hold the school in high regard. They are appreciative of the caring and supportive environment, which it provides for their children. The school adopts an open door policy and parents feel that the school is accessible, that they are welcomed and that the staff are approachable. Parents are encouraged to play an active part in the life of the school. There is good parental involvement and a significant number of them actively help in lessons with activities; for example, hearing reading and supporting design and technology activities. Parents give good support to school activities and there is an active parent teacher association, which provides good financial support to the school.
51. Parents of pupils with special educational needs are informed as soon as their child is placed on the school's register and thereafter kept fully informed about their progress. Parents whose children have a statement of need are involved in reviewing the targets set for their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. Overall, the leadership and management of the school are very good. The headteacher provides strong, effective leadership and, with the support of key management staff, gives a clear direction for the development and improvement of the school. The improvement in the quality of education since the last inspection owes much to his leadership and the effective support of a hard working and committed team of staff and governors. Together they have succeeded in creating a learning environment where behaviour and relationships are very good and pupils feel secure and valued. There is a positive ethos that reflects the school's commitment to high educational standards and equality of opportunity for all pupils. The school's vision statement of 'Working together to educate the citizens of the future', focusing particularly on the importance of the quality of relationships, is shared by all and underpins its work. The school is very successful in fulfilling its aims.
53. The headteacher maintains a very good balance between the strategic, administrative and monitoring elements of his role. In all of these he is well informed. The headteacher and deputy headteacher and members of the senior management team monitor the work of teachers in the classroom and provide relevant feedback in order that staff might improve their performance. Targets are agreed each year and form the basis of future observations. Support is provided where necessary and relevant courses are made available to staff to develop their expertise. The school has made significant improvements in this area of its work since the previous inspection and has been effective in raising the standard of teaching in the school. Through these avenues, and by monitoring and evaluating the school's performance on a day-to-day basis, the headteacher has a clear view of the effectiveness of the school and the impact of new initiatives. The school is committed to raising achievement. This is exemplified by challenging targets that have been set for cohorts of pupils in Year 6 for the improvement in standards in English and mathematics. The school has made a thorough analysis of tests that have been taken and particular strengths and

weaknesses have been noted. Planning is being adjusted on the basis of these findings, and groups of pupils have been identified for further support. Efficient monitoring and evaluation procedures have been established to monitor the progress of individuals and different groups.

54. The headteacher has established a very effective management structure with senior, middle and junior management posts. Their roles are clearly defined and annually reviewed in their job descriptions. The senior management team is very effective in its work, monitoring classroom practice, teachers' plans and providing demonstration lessons. Members of the team meet regularly and provide the school with a clear strategic view for its future development. Effective communication systems are in place to ensure that all members of staff understand the school's priorities for development and work successfully as a team. The role of subject co-ordinators is at various stages of development, reflecting the school's priorities over the past four years. In English, mathematics and science, for example, co-ordinators monitor standards and to some degree evaluate the effectiveness of pupils' learning. This is a good improvement since the last inspection. In other subjects of the curriculum however, although co-ordinators are budget holders and monitor planning in their subject areas, there is little formal monitoring and evaluation of pupil's performance or standards being achieved. As a result, some are not sufficiently aware of levels of achievement in their subject areas. The school is clear where it needs to improve and there is a shared sense of determination to succeed and move forward. The school is in a good position to make further improvements and has the capacity to achieve these.
55. There is very good leadership and management of special educational needs provision. The headteacher, who is well qualified in this field, works very closely with the knowledgeable, caring and experienced co-ordinator supported by special needs governors who also have experience of special needs teaching. They have set up and refined procedures and systems so provision in this area runs smoothly. They use data from test results well to identify needs and quantify progress. The headteacher manages the special needs budget efficiently and encourages high quality training for learning support assistants who work with special needs pupils.
56. The contribution of the governing body to the effective running of the school is good. The new chair of governors is extremely knowledgeable and has a clear view for the development of the role of the governing body. She works very closely with the headteacher and is very well informed about the work of the school. The governing body has a good structure that enables governors to be kept well informed and play a vital role in shaping the direction of the school. All governors' committees have appropriate terms of reference; they meet regularly and report back to the full governing body, as appropriate. Governors take their responsibilities seriously and are committed to raising standards in the school. They know the strengths and weaknesses of the school and how the school needs to move forward. There are governors with responsibility for literacy, numeracy and special educational needs who are supportive of the work in the school. Each governor is linked to an area of the curriculum and arrangements are in place for them to be kept informed about developments in their subjects. This is an improvement since the last inspection. There are a few minor omissions in the annual governors' report to parents relating to the provision for pupils with disabilities and absences are not recorded as percentages. There are also minor omissions in the school prospectus relating to parents' right to withdraw their children from religious education lessons and acts of collective worship, and the provision for those who do not take part. In practice, there is good provision for pupils who do not participate in acts of collective worship.
57. The school's strategic development plan is an effective working document of high quality and is based on a thorough audit of the school's present position. The school has set itself a manageable number of clearly defined measurable targets that focus on the raising of standards, development of the curriculum, the role of co-ordinators and the improvement of the accommodation. All new initiatives are carefully appraised in relation to likely costs. The school has established effective and efficient working practices to plan, manage and monitor its finances. Financial management is more secure and forward looking than at the previous inspection. Budget setting is firmly linked to development planning and reflects well the educational needs of the pupils. Long-term planning is of good quality. There is, for example, a ten-year building plan. Financial records are detailed, accessible and accurate. Spending is monitored regularly by the headteacher and in-year adjustments are made to secure prudent use of school funds. The governors' finance committee meets regularly to review expenditure and to plan for the future. Day-to-day financial control is sound and efficient. The accounts secretary is meticulous in

maintaining records of expenditure on the computer. The most recent audit found that the finances were properly managed. The school responded promptly to the recommendations made. The school fund account is audited separately. Accommodation is used effectively and the temporary classrooms have been imaginatively furnished and provide a stimulating work environment. The management of learning resources is sound and they are used well. Co-ordinators use their delegated budgets effectively to support learning. Teaching staff are well deployed across the curriculum and are given efficient support in the classroom by learning support assistants although some still await training.

58. Good use is made of the various additional grants that the school receives. Funding available for pupils with special educational needs is used efficiently. There are appropriate action plans in place that identify priorities and indicate how funds will be allocated and how success will be evaluated. The standards' fund is used well to support developments in the school. In all aspects of expenditure a careful check is made to ensure that the school is receiving best value for money although this technique is not yet as sophisticated as it might be.
59. The school has a sufficient number of teachers. This is an improved position from that at the time of the previous inspection when there were 'barely sufficient' staff in the school. Newly appointed staff and those members of the teaching staff who joined the school as newly qualified teachers have been given good support both by the school and the local education authority. The learning support staff have a good level of expertise and give the pupils in their care good support and guidance. The school has recently appointed additional learning support staff and these are to attend training courses for their further development. The learning support staff have had access to the literacy and numeracy training available in the school. The staff who aid the pupils with special educational needs are very well qualified, organised and very effective in their work. The good work of non-teaching staff including the secretaries, caretaking personnel and lunchtime staff, makes a significant contribution to the life of the school.
60. Accommodation in the school is good. Since the previous inspection there has been a significant increase in pupil numbers and this has had a considerable impact upon the building. The school has a number of temporary classrooms and major structural work has been done to improve the main school building. An office block has been added and the school has been fortunate in receiving a bequest, and as a result of this, was able to enclose the courtyard area. This has provided good accommodation for learning support groups, the school library and a kitchen area for design and technology. The temporary buildings are to be replaced and there is at present building work ongoing in the school. The new block is to provide permanent classroom space and also a computer suite.
61. There is satisfactory provision of good quality learning resources throughout the school. This is a similar position to that at the time of the previous inspection, where resources in the school were judged to be satisfactory. Resources for the teaching of literacy are overall good, with a good range of quantity and quality reading and reference books. The school has a wide range of fiction and non-fiction 'big books' and resource materials and they provide the teachers with good tools to aid their lessons. In mathematics, there are good resources especially to support the pupils' learning in number. Resources to support information and communications technology are unsatisfactory, there are insufficient computers and programs. In music, there are insufficient tuned instruments for the pupils to develop their skills of composition especially at the end of Key Stage 2. At present, there are not enough large posters and books to enable the pupils to appreciate a range of artists from a wide range of cultural traditions and this inhibits their cultural development. Resources to support the pupils who have special educational needs are good there is an interactive whiteboard dedicated for this use, good

software to support learning and games and posters. Resources for all curriculum areas are stored appropriately in the school and are accessible to staff. They are used effectively in classrooms to extend and develop pupils' skills and knowledge.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The school has made good progress since the previous inspection but in order to further improve the quality of education in the school, the headteacher, governing body and staff should:

- raise standards in handwriting by:
 - ensuring the progressive development of a fluent, joined handwriting style. (see paragraphs: 5,74,77,78)
- raise standards in information and communications technology in Key Stage 2 by:
 - implementing in full all aspects of the National Curriculum;
 - using computers more consistently to support pupils' learning across the curriculum;
 - devising and implementing a range of manageable assessment procedures;
 - improving the provision of computers, printers and software;
 - providing further staff training.
(see paragraphs: 6,23,61,78,86,96,106,109,116,117,119,120,121,126)
- raise standards in design and technology and geography in Key Stage 2 by:
 - developing a scheme of work which underpins the progressive development of skills as pupils move through the school;
 - ensuring that the allocation of time provides a secure basis for pupils to effectively develop their skills, knowledge and understanding;
 - devising and implementing a range of manageable assessment procedures. (see paragraphs: 8,44,103,105,106,107,109,110,111)
- further develop the role of subject co-ordinators to provide them all with a greater range of opportunities to monitor standards and the quality of learning in their subject areas. (see paragraphs: 54,102,106,111,116,136)
- make more efficient use of the time available during the taught week. (see paragraphs 27,30,95,136)
- develop a system of assessment and record keeping in subjects other than English, mathematics and science, to monitor pupils' achievements as they move through the school. (see paragraphs: 44,71,102,106,110,111,116,121,126,130,135)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	22	51	26	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	395
Number of full-time pupils eligible for free school meals	0	63

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	101

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	1.1
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	29	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	19	24
	Girls	22	27	25
	Total	37	46	49
Percentage of pupils at NC level 2 or above	School	66 (86)	82 (89)	88 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	24	23
	Girls	26	25	27
	Total	44	49	50
Percentage of pupils at NC level 2 or above	School	79 (80)	88 (84)	89 (90)
	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	27	28	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	20	19
	Girls	23	23	24
	Total	44	43	43
Percentage of pupils at NC level 4 or above	School	80 (82)	78 (77)	78 (91)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	21
	Girls	23	21	25
	Total	42	41	46
Percentage of pupils at NC level 4 or above	School	76 (84)	75 (75)	84 (89)
	National	68 (65)	69 (65)	75 (70)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	3
Chinese	1
White	382
Any other minority ethnic group	7

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)	15
Number of pupils per qualified teacher	26.3
Average class size	28.2

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	224

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	686691
Total expenditure	673082
Expenditure per pupil	1662
Balance brought forward from previous year	31102
Balance carried forward to next year	44711

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	400
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	2	0	1
My child is making good progress in school.	55	40	2	0	4
Behaviour in the school is good.	46	45	2	0	6
My child gets the right amount of work to do at home.	34	44	16	1	5
The teaching is good.	64	35	0	0	0
I am kept well informed about how my child is getting on.	43	33	18	3	4
I would feel comfortable about approaching the school with questions or a problem.	63	30	5	2	1
The school expects my child to work hard and achieve his or her best.	65	33	1	0	1
The school works closely with parents.	44	38	14	2	2
The school is well led and managed.	62	32	2	0	4
The school is helping my child become mature and responsible.	54	38	3	0	6
The school provides an interesting range of activities outside lessons.	19	32	18	6	25

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

63. Children enter the school in the year that they are five, most having had some form of pre-school education. At the time of the inspection there were 60 children in the reception classes who were under six. When they enter the school the children's attainment covers a wide range of abilities but is generally in line with that expected of their age. There are few children who are achieving above this standard but there is a significant minority that are achieving below it. The standard they achieve is slightly below that in most other schools within the local authority area.

Personal, social and emotional development.

64. By the time they leave the reception classes, the achievements of most children are in line with those found nationally. Teaching in this area is good and underpins the whole curriculum, meeting the school's aim of developing the whole child. Adults working in the reception class know each child very well and discipline is firm but fair, using positive behaviour strategies well and rewarding with praise and merit stickers for effort. Consequently pupils behave well. On a more formal level, teachers have developed a new curriculum for this area that is just being introduced. Although only in school for a short time, children already conform well to daily routines. They take responsibility eagerly such as taking the register to the office and dress and undress themselves, with minimum help for playtime and physical education lessons. They are keen to learn and have very good relationships with their teachers and other adults who work with them. The children are polite, helpful and willing do as they are told and listen carefully to instructions. They treat resources with respect, share fairly and take turns. This is of a great positive benefit in all areas of learning and contributes significantly to their standards of achievement.

Communication, language and literacy

65. By the time they leave the reception classes, most children reach the national goals set for this area and are ready to start their National Curriculum programme as a result of good, well planned teaching. Children develop their pre-reading skills very well. For example, they look at books such as 'The New Children' with their teacher to distinguish the difference between text and illustrations, look for detail in the pictures and retell stories in their own words. They follow the National Literacy Strategy programme of study for reception classes and learn their sounds well by following the school's phonic programme. Teachers ensure that good attention is paid to learning the shape of words that children will find in their reading books. As a result children are provided with a very good basis for starting to read independently which is well extended by taking school reading books and library books to share with parents at home. Handwriting skills develop well from making marks on the paper to forming letters correctly and of a consistent size. By the end of the year, most children have moved from copying underneath words they have dictated to an adult to writing their own news using a word book and making a sensible guess at spellings. Children's listening skills are good and speaking skills are satisfactory. They have daily practice through the many class activities such as sitting on the carpet in whole-group sessions discussing the class book and answering the questions put to them. When they first come to school the majority of children have a limited vocabulary to communicate and express their ideas compared with standards usually found. Although most classroom activities develop this well, there is insufficient planned focus on doing so, whereas there is considerable attention placed on the need to listen quietly. Computer programs are well used to support this area with pupils matching sounds and letters in computer games.

Mathematical development

66. By the time children leave the reception classes most are attaining standards in mathematics that are broadly in line with those expected. Teaching and learning are good in this area and children make good progress in their learning. Children follow the National Numeracy Strategy programme of study for reception classes and teaching is carried out through well organised practical

experiences such as using a 'feely-bag' to develop ideas about the property of geometric shapes. Consequently most children know the names of the common shapes and can explain why they are different. They understand and use mathematical language such as 'taller', 'shorter' and 'wider', sing number songs such as 'Four Little Monkeys' and act number rhymes like 'Four Currant Buns in a Baker's Shop', understanding the concepts they contain. By the age of six, most children add and subtract practically to ten and write their numbers correctly. However, in some cases, teaching is not always sufficiently planned to move forward from what individual children already know and can do. For example, during the inspection a higher attaining child who could confidently count to nine with understanding was given the same class task as everyone else about understanding number four. Insufficient use is made of the various classroom activities such as sand, water and purposeful play to extend and reinforce mathematical skills and concepts and to give depth to children's knowledge. Teachers do not always make sufficient use of learning support assistants in mathematics lessons and they often are little more than extra adult observers. Computer programs effectively support children's learning, extending their knowledge and understanding of number and shape.

Knowledge and understanding of the world

67. At the end of their time in the reception classes, most children's attainment is in line with that found nationally. The quality of teaching in this area is good and children make good progress in their learning. Teachers ensure learning takes place through well-focused practical activities, such as walking round the school to hear different sounds. Children know about different types of weather and keep a daily chart to show how it changes, and appreciate that different clothing is needed in different seasons and conditions and why. They understand the passing of time through talking about their own development and bringing baby clothes to school to compare with what they wear now. Children have an appreciation of modern technology through using the mouse to move shapes on the computer monitor and a tape recorder and headphones to listen to stories. Children know that certain materials can be changed through cooking by making such things as chocolate Easter nests. Teachers provide good opportunities for children to become familiar with the new school environment by taking photographs of all adults in the school and matching them to their jobs in an interesting wall display with the children. Through focused teaching, children learn there are safe and unsafe places within the wider environment. They know that there are lifestyles different from their own and keenly join in the fundraising activities of Red Nose Day.

Physical development

68. In the one physical education lesson seen during the inspection, teaching was of a very high standard and children learnt different ways of moving around the hall very well, showing they could move with confidence, imagination and safety, following the teacher's instructions well. The very good teaching included recognising the importance of exercise and feeling hearts beating faster after exertion. Children made a very good effort and many were out of breath by the end. In this lesson children were achieving at a standard above that usually found for this age group. Due to the inspection being undertaken in the course of a wet week it was not possible to ascertain physical development in a freer environment outside. In the classroom, children handle tools, objects, construction and malleable materials safely and with increasing control. For example, they thread beads to make necklaces, cut tissue paper with scissors to create items for a healthy meal, and roll and shape dough using pastry cutters.

Creative development

69. By the time children leave the reception classes most are attaining standards in line with those standards found nationally. Teaching and learning is satisfactory. There were limited opportunities to observe this area of the curriculum and no music, dance or drama was seen. Creative play to develop children's imagination and social skills is available daily such as using the home corner for a café or using construction toys to make houses and rockets. However, whilst teachers provide good opportunities for children to develop their creative skills they do not always set a purpose or target that should be achieved. Much creative development is teacher directed but allows pupils to make choices within it. For example, children make patterned place mats using vegetables cut into different shapes dipped into paint. Children are proud of what

they produce. Learning support assistants are well deployed to work with individuals and small groups on such activities. As a result of good support on these occasions children make good progress in their learning.

70. The provision for children in the reception classes is satisfactory. The school offers pupils under six a suitable range of learning opportunities. A new curriculum for children in the reception classes, based on the new national Foundation Curriculum was introduced at the start of this academic year. This is an improvement on the modified Key Stage 1 curriculum previously offered. The provision is enhanced by a good amount of extra space for practical work outside the room both indoors and out which enables teachers to plan practical activities that do not disturb other children who need to concentrate quietly. However, too many play activities are insufficiently purposeful as targets are not set for children to achieve. This was also an issue in the last inspection. There is a very good school programme which children follow when learning to read which enables them to build up the necessary skills systematically. Children follow the reception year curriculum specified in the National Numeracy and Literacy Frameworks. The provision for special educational needs is very good. Teachers and support assistants are well trained and qualified to adapt the curriculum for individual needs.
71. Reception teachers quickly establish individual strengths and weaknesses of children starting school through observation, talking to parents and the statutory baseline assessments which are carried out during the children's first term in school. Good home-school reading diaries and records are kept which give a clear indication of the rate at which children are learning to read and where their next challenge lies. A system for monitoring and evaluating children's achievements has not yet been devised although teachers constantly assess informally how well children are learning and where they need extra support. The majority of written work is on photocopied worksheets that are undated and collected in after lessons for filing. Teachers do not use this information to monitor children's rates of progress. The school intends to develop a system of monitoring and assessing children's progress in line with the requirements of the new curriculum for the Foundation Stage.
72. There is close contact with the parents of children who are in the reception classes. They are invited to school before their children start to learn about school routines and receive good information through the reading diary and daily contact with teachers about how to help their child at home and this contributes positively to children settling in happily. They attend open evenings in parallel with the rest of the school.
73. The leadership and management of children in the reception classes are satisfactory. A satisfactory start has been made in introducing the new curriculum and planning lessons based on it, this is in spite of the co-ordinator only receiving training at the end of the summer term.

ENGLISH

74. In the 1999 National Curriculum tests attainment at age seven was below the national average. Attainment at age eleven was in line with the national average. Although the results for the year 2000 had been published there were no detailed comparisons available at the time of the inspection. In these tests, the attainment of the pupils in Key Stage 1 showed improvement, whilst those at the end of Key Stage 2 fell slightly in line with the school's predictions for this cohort. Pupils in the present Year 2 and Year 6 classes show a level of attainment that is broadly in line with the national average. The literacy hour, the development and re-siting of the library and a good range of new resources have all had a positive impact on standards. Literacy standards in the school are sound. In written work and in reading the overall trend is towards a raising of standards at the end of Key Stage 2. The standard observed in reading during the inspection was satisfactory at Key Stage 1 and good at Key Stage 2. Standards in written work are generally sound but there are particular weaknesses in the basic skills of handwriting.
75. At the end of both key stages, speaking and listening skills are good. The development of language is well planned and pupils quickly begin to work in a way that will help them to progress. Pupils in Key Stage 1 participate well in the literacy hour and it has made a valuable contribution to their progress. Younger pupils talk and listen well in small and large groups and respond

positively to stories and instructions. They all understand how to use books and talk enthusiastically about the characters and events in stories. In all year groups, speaking and listening skills are developed well through discussion activities and pupils speak confidently to adults and in class. Pupils in Key Stage 2 make good progress in speaking and listening and these are effectively fostered through work in other subjects. Listening skills are good, for example pupils follow class talks prepared by other pupils attentively and show their understanding by asking appropriate questions. Older pupils discuss characters in books such as "Black Beauty" with confidence and support their opinions by reference to the text.

76. Standards in reading at the end of both key stages are sound for the majority of pupils and there are a few able readers in all year groups. Most pupils enjoy books and take pleasure in reading. In Key Stage 1, many younger pupils employ a variety of strategies to support their reading including the use of phonics and picture clues. However, a few lower-attaining pupils need more support with the use of these strategies in deciphering unfamiliar words and support for them in group reading sessions is good. The majority of younger pupils distinguish between fiction and non-fiction and they enjoy reading all kinds of books. The school does not follow one specific reading scheme, but instead pupils are encouraged to read a variety of books appropriate to their attainment level. This is carefully monitored and ensures that pupils make good progress. In Key Stage 2, pupils' library skills are well developed and most belong to a public library, but there are a few lower-attaining pupils in Year 6 who still have difficulty with finding texts because of their limited knowledge of the alphabet. By the end of the key stage, the majority of pupils have good reading standards and they make good progress because of the challenging activities provided in lessons. Pupils of average attainment read and enjoy a variety of books and have well-established reading strategies to help them decode unfamiliar words. Older pupils use dictionaries and thesauri efficiently and access information in non-fiction books by utilising the contents and indexes. Gifted and talented pupils have good skills in skimming and scanning when looking for information.
77. Standards in writing are sound for the majority of pupils in all year groups. In Key Stage 1, most pupils develop ideas in a sequence of sentences, sometimes demarcated by capital letters and full stops. Many pupils write well by the end of Year 2 although many pupils continue to make errors in basic spelling and punctuation and this weakness continues into the next key stage. Although the majority of pupils write with clearly shaped and correctly orientated letters, there are significant numbers who do not use joined handwriting.
78. By the end of Key Stage 2, written work is often presented well, with most pupils joining their letters, rather than printing. However, many still choose to print and are not encouraged to use a pen in preparation for their transition to the high school. Pupils write in a variety of ways depending on the subject and audience. The higher-attaining pupils write about and illustrate their ideas very well and many produce pieces of extended writing to support their work in other subjects, using a more formal style where appropriate. Pupils in Year 6 produced excellent and lively pieces of work after a stimulating lesson that enabled them to add colour to their work by careful choice of words. Many pupils in Years 5 and 6 are clear about the difference between a dictionary and a thesaurus and can make effective use of them. The vocabulary choices of higher-attaining pupils are imaginative and words are used precisely. However, not all pupils are able to organise simple and complex sentences into paragraphs. There is evidence in the classroom displays and in discussions with children that pupils are encouraged to concentrate on grammar, spelling and punctuation. In most work, a range of punctuation, including commas, apostrophes and inverted commas, is used accurately. However, although all pupils are clear about the full stop and capital letter rule when asked, a minority fail to follow the rules that they have been carefully taught. The range of written work is good, and some of the play-scripts are of particularly good quality. There was evidence of really creative and imaginative work and of writing for a variety of purposes and audiences. At present, pupils rarely use computers to develop their work by drafting and redrafting. Raising standards in writing is a priority in the school development plan and the school is well on course to reach its target for pupils at age seven and eleven in National Curriculum tests.
79. The quality of teaching is good overall in both key stages. It is satisfactory or better in all lessons. It is good or better in 90 per cent of lessons and, in 27 per cent, it is very good. Class teachers have a good understanding of all aspects of the subject and they are confident in teaching the basic skills in all aspects of reading and writing. Teaching is effective in small groups

and with the whole class. The teaching of creative writing is good and the approach to planning for the literacy hour is effective. Teachers have high expectations of their pupils and often provide work that challenges even the higher-attainers. In the most successful lessons pupils made excellent progress because of the pace and rigour of the work, the high quality of questioning and the exciting range of activities. However, less successful elements in otherwise satisfactory lessons include inefficient use of the time available and classroom assistants that are not used to full advantage. Learning is very effectively monitored in all lessons and pupils make good progress. Work is marked frequently and there is some very good marking that enables pupils to identify areas for development as well as being encouraging, but this is not always the case. Pupils enjoy their work and their response in lessons is good. Pupils of all ages approach tasks with confidence and enthusiasm.

80. The subject makes a good contribution to the social, moral and cultural development of pupils. Effective systems of assessment and recording of information about individual pupils are used in the planning for groups and activities within the class. There is a good match between the teaching strategies and the needs of the pupils and this helps them to progress well. There is a good system of reading diaries which foster links between home and school and helps to give parents information about their children's progress. Throughout the school pupils with special educational needs and those with English as an additional language are given at least good support that enables them to make good progress in relation to their prior attainment.
81. The subject is very well managed particularly with regard to monitoring and evaluating pupils' learning. The literacy hour has been implemented very effectively and the subject co-ordinators monitor the teaching of all aspects of English. There are well-chosen resources for work in all aspects of literacy and the library is now a valuable resource that is effectively used since it has been relocated in a central position. The school has a clear focus on providing appropriate resources and a rigour in planning that has contributed to the standards observed during the inspection.

MATHEMATICS

82. The results of the 1999 national tests, at the end of Key Stage 1 were well below average. The unpublished results of the 2000 national tests show a very significant improvement in pupils' performance. Inspection evidence supports the 2000 results. The majority of pupils are attaining at the national average with a significant number attaining at the higher level.
83. The results of the 1999 national tests, at the end of Key Stage 2, were above the national average. This represents a significant rise in standards since the last inspection. The recently published results for the 2000 national tests show a further marked improvement in pupils' attainment. The inspection evidence supports these results in that most pupils are attaining above the national average.
84. The majority of pupils in Year 2 use and apply mathematics to solve problems and are developing a good mathematical vocabulary. This confirms knowledge and helps understanding. The majority of pupils are confident in mental calculation skills. The oral work at the beginning of the lesson generates enthusiasm and excitement and pupils are eager to be first with the correct answer. Pupils look for missing numbers, which will complete a sum. They recall names two-dimensional and three-dimensional shapes and accurately count corners, edges and faces. Pupils know how shapes fit together to form a pattern and the use of this in making simple decorations. They practise their knowledge of number in counting coins and checking change. They investigate odd and even numbers and identify patterns and are excited when they discover something new or different. Pupils arrange information in sets and how to find out, for example, whether tall pupils have big feet. They make a tally chart of favourite drinks and illustrate the result on a colourful bar chart.
85. Pupils continue to progress in Key Stage 2 and by the end of Year 6 have a secure grasp of place value and the four operations of number. They understand and use factors and multiples. They know the multiplication tables and practise and apply them daily. Many are number-perfect. Pupils understand how to use co-ordinates to fix a point on a map and apply their knowledge of

compass points to locate buried treasure on a desert island. Pupils understand fractions and how to convert them to percentages and decimals. In one lesson pupils were accurately arranging three-figure decimals in ascending and descending order. Pupils recognise and name equivalent fractions. They know about statistics and how to find averages. They understand probability and apply it to games of chance, for example, the probability of throwing a six! Pupils use mirrors to investigate reflective symmetry and know the lines of symmetry of common shapes.

86. Pupils make sound progress in Key Stage 1 and good progress in Key Stage 2. Pupils' progress is enhanced at both key stages by daily practice in mental calculation and the revision and application of number facts. Pupils are asked to explain their thinking and in so doing, confirm their learning. Pupils with special educational needs are given good support, exceptionally so in some classes and make good progress towards the achievement of their personal targets. Throughout the school, pupils are grouped in sets based on prior attainment. This is an effective procedure, especially in Years 5 and 6, as it quickens progress and ensures a good match of tasks to pupils' needs. There are some good examples where pupils use computers to support and enhance their learning, for example in one lesson, pupils successfully programmed a floor robot using the cardinal points of the compass. Overall, however, there are insufficient opportunities for pupils to use computers in the classroom to practise mathematical skills independently.
87. There is a satisfactory range of opportunities for pupils to apply numeracy skills in other areas of the curriculum. In geography, pupils use four figure numbers to read maps. In history, they correctly place historical events on a time line. In design and technology, they accurately measure the materials needed in the construction of a rain shelter. Little use is made of computer programs to support pupils' learning in this subject.
88. Overall, the quality of teaching is good and has been sustained at this level since the previous inspection. Of the lessons observed in Key Stage 1, 25 per cent were good; the remainder was satisfactory. In Key Stage 2, 75 per cent of lessons were good or better, 26 per cent were very good or better and 13 per cent was excellent. The good lessons share common features. Lesson objectives are clearly stated and shared with the pupils. Planning is firmly based on prior learning. Teaching is precise and sequential and pupils are clear about what they have to do. Learning is well supported by a range of resources, particularly to support number work. Praise and encouragement flow freely and pupils with special educational needs get the support they need to maintain their confidence. Teachers manage their classes well. Relationships are very good and based on mutual respect. Teachers generate a good atmosphere for learning and show that mathematics is fun. Pupils respond very well and say that this subject is their favourite. Teaching methods are varied but essentially practical, so pupils can 'experience' mathematics. Occasionally, the opening explanation is too long and pupils lose concentration. Sometimes, teachers do not gain the full attention of the class before speaking. Teachers maintain a good record of what pupils know, understand and can do. Assessment is rigorous and is one of the key factors in the pupils' high levels of attainment. Assessment is put to better use in planning lessons than was evident at the time of the previous inspection.
89. The curriculum is broad and balanced and meets the statutory requirement. All attainment targets are given appropriate weight. The subject is very well managed with energy and commitment. Continuity from one key stage to the next is firmly established and there are very good links with the local secondary school. The co-ordinators' role in monitoring standards and reviewing the effectiveness of teaching is better developed than at the last inspection. Resources to support teaching are good and make a strong impact on the quality of learning. The National Numeracy Strategy has been implemented consistently well throughout the school and is a key factor in the recent improvement in standards. Objectives for further improvement are well set out in the school development plan. The school has set ambitious and achievable targets for next year based on pupils' present performance. There are very good displays of pupils' work in the classrooms and corridors that stimulate learning. Good use is made of the available accommodation, which for Key Stage 1 is less than ideal. However, positive attitudes consistently underpin the teaching of mathematics. Pupils thrive and prosper in this environment.

SCIENCE

90. Teacher assessments for pupils at the end of Key Stage 1 in 1999 indicated attainment was broadly average. The results of the National Curriculum tests at the end of Key Stage 2 showed pupils' attainment was below the national average. The percentage of pupils achieving at both the expected and higher levels, were both below the national average. Attainment was consistent across all the areas studied. The boys on the whole achieved better than the girls. The trend in results over the last four years shows an erratic picture, with pupils' attainment in 1998 and 1999 being below the 1997 level. The school looked carefully at these results and put into place a raft of initiatives to improve attainment in science at the end of Key Stage 2. Included in this action plan was an Easter club set up to take place in the Easter holidays. Here the pupils had the opportunity to go to school to revise their work. Pupils volunteered to attend and the pupils of different levels of attainment were well catered for. This had an effect of providing additional input for small and highly focused groups. The teachers also initiated a short session of specific revision on a daily basis to reinforce and remind the pupils about salient facts. At the same time, a complete revision of the scheme of work for the whole school was started. The impact of these initiatives has already been seen with the results of the Key Stage 2 tests in 2000 showing a significant improvement in attainment at the expected and higher levels. This is an improved position to that at the time of the last inspection, where the pupils achieved standards in line with the national average.
91. Standards being achieved by pupils in the current Year 2 classes are in line with the national average and in Year 6 they are above this standard. Levels of attainment are consistent across all the areas of science studied by the pupils. This is an improved position to that at the time of the previous inspection, where the pupils achieved standards in line with the national average at the age of eleven.
92. The school caters well for the pupils who have English as an additional language and those who are on the register of special educational needs and they achieve well in relation to their prior attainment. Pupils who achieve at the nationally expected levels are given good support and appropriately stretched and challenged in their work. Higher attaining pupils who demonstrate levels of attainment above the national average. During the inspection it was clear that boys and girls achieved equally. The teachers are aware of the need to ensure that all are fully involved in their learning. They have recently focused their attention on using specific scientific vocabulary and underpinning investigation work with a secure knowledge and understanding base.
93. Standards attained by the pupils at the end of Key Stage 1 are in line with the national average. Pupils understand that all living things grow and develop. They relate and plot the yearly cycle of an apple tree from blossom to fruit. They label parts of a plant and know that seeds grow into plants if they are looked after carefully. During one of their lessons the Year 1/2 pupils experimented with a range of materials to find which was waterproof and which was not. Their investigations and the reasoning behind their results showed that the pupils could give good reasons 'why'. For example, one pupil said that he knew that the material was waterproof because the water was still on top of the material and it had not soaked in. However, they were less secure about whether the test they were conducting was a *fair test* and were not sure of the need for accuracy in counting the length of time the water was allowed to stay on the material. Pupils work well individually and together. They help each other and demonstrate good attitudes to their work. Pupils describe different materials and identify the similarities and differences between them. They distinguish between appliances that use batteries and those that work from a mains electricity supply. Pupils in Year 1 and 2, construct electrical circuits by using batteries, wires and bulbs. They investigate shadows and know that at sometimes in the day they are longer than at other times. The good emphasis on practical work and investigation coupled with good teaching and the pupils' good attitudes to their work ensures that the pupils make good gains in their learning.
94. Standards attained by the pupils at the end of Key Stage 2 are above the national average. The good teaching ensures the pupils make predictions, record their findings and evaluate their results. In Years 5 and 6, the pupils understood the terms, 'evaporation' and 'condensation'. They associate these terms with their experiences in their everyday lives; for example, drying of wet clothes outdoors on a fine day, the loss of water from puddles and the condensation caused by cooking vegetables on a cold day. Pupils know that they need food to grow and be active. They

recognise that some micro-organisms are useful and some are harmful. They relate this learning to the need to ensure that harmful organisms are not spread; for example, by putting a hand over their nose and mouth when they sneeze. Younger pupils in the key stage understand that sound travels when things vibrate. In their experiments using yoghurt pots and string they extend their knowledge and recognise that the longer the string becomes the quieter the sound. Pupils make electrical circuits and use their knowledge to include a switch. They learn about mirrors and understand that light travels in straight lines. They conduct experiments to see how a sundial works and watch how the shadows move as they move their torch. Throughout the key stage, group work and class lessons are clearly based upon experimentation. The teachers make sure that pupils are actively involved in lessons and no matter their level of attainment are enabled to access the learning. The teachers have a very clear understanding that a significant amount of time must be allocated to underpin the specific knowledge and understanding of the subject by further investigative work. Less secure at the end of the key stage is the ability of the pupils to organise and set up their own investigations. Pupils work hard in their lessons; they record their results accurately and carefully consider and evaluate them.

95. The quality of teaching is good throughout each key stage with 33 per cent of teaching being very good. Teachers have secure subject knowledge, make good links with previous learning and ensure that lessons build carefully on what the pupils have learnt before. The teachers give clear explanations and instructions and enable the pupils to learn well. They question well to ensure that all the pupils can achieve and all have grasped the concepts and ideas that they are teaching. Teachers are effective in teaching appropriate scientific terms and language so that the pupils learn the correct scientific terms. Planning is secure with the teachers using the science scheme of work to guide their work. In some lessons the learning tends to be too teacher directed. For example, the teachers demonstrate the experiment for the individual and group work is carefully managed so that all do the same task at the same time. In these lessons the pupils have few opportunities to amend and refine their work and the study of variables is especially hampered. In Key Stage 1, some lessons are too long lasting for 90 minutes, and in these lessons the pace of learning is not always sharp enough. The pupils are managed well and their behaviour increasingly becomes more focused on their learning. By the end of Key Stage 2, the pupils' attitudes to their learning are very good and often excellent.
96. Literacy and numeracy skills are used well to support pupils' learning in this subject. Computers are less successfully used in researching information and recording their work. Assessment procedures are used well to record and chart the pupils progress in their science learning. End of topic assessments, are increasingly being used to record the pupil's individual achievements.
97. The subject leaders are enthusiastic and have rightly identified areas for improvement. They have begun to monitor the pupils' learning. The curriculum has been checked against the requirements of Curriculum 2000. The subject leaders have re-organised the scheme of work and have included elements of the government recommended scheme of work. National test results have been analysed and the curriculum has been modified in the light of their findings. As yet the subject leaders have not monitored teaching throughout the school. They have a specific science budget and prioritise spending in consultation with their colleagues. Resources are satisfactory with the exception of equipment to support electrical work, as there are insufficient batteries, bulbs, wires and switches to support learning in the parallel classes. The resources are stored centrally and are readily accessible.

ART AND DESIGN

98. By the ages of seven and eleven standards are in line with the levels found nationally. This is a similar position to that at the time of the previous inspection. Art is used in the school to support other subjects of the curriculum, for example in history the pupils have drawn illustrations of some of the Victorian houses found in Weston-Super-Mare. Finished pieces of work are displayed to show the range of techniques and media used and to value the efforts made by the pupils.

99. Throughout Key Stage 1 pupils have many opportunities to paint self-portraits. They look carefully at their faces in the mirror and consider the proportions of their faces and where their own features should be reflected on their work. They also study the work of Mondrian and create works in blocks of red, blue, yellow and black in his style. They use blocks of paint and watercolours. However, there are few opportunities for the pupils to choose their own media, size of brush and paper size. In Years 1 and 2, the pupils printed using balsa wood prints. The pupils in Key Stage 1, use computers well to support their art work, they have created work in the style of Jackson Pollock, Vincent Van Gogh and Mondrian effectively broadening the pupils' art education and the work of knowledge of famous artists.
100. Throughout Key Stage 2 the pupils build upon their early experiences of art. They are particularly effective in their drawing work. They create good quality drawings of Victorian houses, daffodils, still life scenes and Victorian artefacts. The use of sketchbooks to experiment with ideas, colours and a variety of media are generally under-developed as they tend to be used simply for drawing and painting. The pupils are interested in their work and show good attention to detail and perseverance in their tasks. This was seen in the Year 5/6 class where the pupils drew illustrations of the wide range of exotic shells provided by the class teacher.
101. The quality of teaching of art throughout the school is overall good. Pupils, including those with special educational needs and those who have English as an additional language are achieving well in relation to their prior attainment. Lessons are challenging for the pupils and provide stimulating opportunities to develop the pupils' visual education. The teachers plan their work well, manage the pupils well and organise the pupils learning effectively. Resources are well selected for their variety and range. Plenty of time is given to enable the pupils to develop a critical awareness of their work and a good technical vocabulary. The pupils are interested in their work and display good levels of perseverance and care. The quality of displays around the school is good. Pupils' exposure to the work of artists from a range of other cultures is at present under-developed and this inhibits the pupils' cultural development.
102. The subject leader gives good support and encouragement to the staff. She has organised an artist to come to school to give the pupils input into the use of sketchbooks and also for specific work with clay. The subject leader has re-organised the scheme of work to ensure that it meets the requirements of Curriculum 2000. At present there are no assessment procedures for carefully recording the pupils' art skills development. The co-ordinator has not yet monitored the pupils' work or teaching. There is a small budget for the development of the subject in the school. It is insufficient to maintain the quality and range of media needed in the school. Each week the older pupils in the school attend an art club, this club is well attended by both girls and boys.

DESIGN AND TECHNOLOGY

103. No teaching took place during the period of the inspection. Taking into account examples of work from the previous year and photographic evidence, standards at the end of Key Stage 1 are broadly in line with those expected nationally. Pupils generate ideas and plan what to do next, based on their experience of working with materials and components. They use models, pictures and words to describe their designs. They select appropriate tools, techniques and materials, and use tools to assemble, join and combine materials and components in a variety of ways. They recognise what they have done well as their work progresses, and suggest things they could do better in the future. At the end of Key Stage 2, the standards are below those expected nationally. Pupils recognise that their designs have to meet a range of different needs and can clarify ideas when asked and use words, labelled sketches and models to communicate the details of their designs. They think ahead about the order of their ideas, choosing appropriate tools, equipment, materials, components and techniques. However, they do not select and work with a range of tools and equipment or with a variety of materials.
104. In Key Stage 1, pupils have opportunities to design and make and to work with a range of recycled materials, card and textiles. They use construction kits and recycled materials, developing their skills of cutting, sticking and joining. In Year 1, pupils learn about pivots and how movement is created. They draw and cut out card puppets and show how a split pin can facilitate movement of the limbs. As part of a science project on eating more fruit and vegetables, pupils

designed a salad. They thought about colour and texture and then drew an arrangement of fruit and vegetables on a circle to represent the plate. When they had finished this, they evaluated how they looked. They went on to make their salads and evaluated how enjoyable they were. In Year 2, pupils worked with textile scraps and card to design a project based on the story of Joseph and his coat of many colours.

105. In Key Stage 2, pupils further develop their design and making skills. Pupils in Years 3 and 4 created musical instruments of many different kinds to bang and pluck, using a wide range of recycled materials such as empty tissue boxes, wood, nails, card and elastic bands. These also formed part of a colourful display. In Years 5 and 6, pupils have worked on a "Shelters" project, which involved them designing a model for a shelter in which parents could wait in wet weather. Research into different types of materials and structures was set as homework and parents contributed to this. The shelters were then constructed from card and so could not be tested for their effectiveness in keeping parents dry.
106. The school has adopted the government-approved scheme of work for this subject and has chosen particular topics for the appropriate year. The two co-ordinators who are mindful of the need to monitor and evaluate the outcomes of these changes. There are at present no formal assessment procedures or records to monitor pupils' progress as they move through the school, but an individual record for each pupil is to be instituted in the near future. The co-ordinators are currently developing a collection of photographs to illustrate the range of work undertaken by the pupils and the progression of skills as they move from class to class. The current arrangement of having two consecutive days given over to the subject per term means there are long gaps between sessions. In addition, it does not secure a clear progression of skills in the subject. The co-ordinators are aware of the need to raise the profile of the subject in the school and are developing strategies that will help in this. The use of computers to support pupils' learning in this subject is unsatisfactory.

GEOGRAPHY

107. Taking into account examples of work from the previous year, discussions with pupils in Year 6, and observations of four lessons, standards at the end of Key Stage 1 are broadly in line with those expected nationally, and at the end of Key Stage 2, they are below this standard.
108. At the end of Key Stage 1 pupils achieve satisfactory standards. They make simple maps showing their route to school and know their addresses. They contrast local occupations with those on a Scottish island and the more able can give good reasons why differences occur. Pupils are beginning to understand specific geographical vocabulary such as the differences between the mainland and islands. They are beginning to use atlases and wall maps as well as information and pictures in books such as 'Katie Morag' to extend their knowledge and to find out and deduce information for themselves. As geographical topics are studied on a two-year cycle, and work is largely in the form of completed worksheets that are mostly undated, there is little evidence to ascertain the rate at which pupils' learning increases during the time they are in Key Stage 1.
109. Pupils at the end of Key Stage 2 are not achieving at a high enough level as they have not followed a scheme of work during the previous few years to build systematically upon their skills and understanding in all areas of this subject. This subject is not being taught in Year 6 until the spring term, so no lessons were seen at the end of the key stage during the inspection. Pupils in Year 6 retain little geographical knowledge from previous teaching, apart from a rudimentary knowledge and understanding covering the areas of weather, rivers and the local environment and how other parts of the world contrast with this. They lack geographical enquiry skills and, apart from finding information from provided textbooks or worksheets and an occasional questionnaire or video, they have little experience of finding out through first hand experiences, fieldwork studies, using computer programs or in forming and pursuing their own questions, enquiries and observations. A few pupils have undertaken a topic in their own time at home of a geographical nature connected with their local environment, which has added to their knowledge.
110. Teaching is satisfactory overall as is pupils' learning. However, there are elements that are good

within each lesson. All lessons have interesting content and are thoroughly planned based on the new national guidance. Teaching is purposeful and interesting, with good attention given to ensuring active participation from pupils and setting written work at different levels to match their prior attainment. Teachers manage pupils well and expect high standards of good behaviour. Consequently pupils concentrate and behave well because they are involved and motivated to learn. There was no unsatisfactory teaching. However, there were some less effective elements. For example, some younger Key Stage 1 pupils were restless after a wet lunchtime and sat on the carpet too long during the introductory part of the lesson to remain focused and interested. A Key Stage 2 lesson about recycling stimulated and challenged the pupils in Year 4 but was of too high a standard for some pupils in Year 3 to fully understand. As a result they lost interest and became muddled. In Key Stage 1, because much of pupils' work is recorded on undated worksheets that are collected in at the end of lessons and filed, neither teachers, nor pupils themselves are aware of the rate of progress or improvement being achieved.

111. Leadership and management of this subject are unsatisfactory. The co-ordinators' role involves little more than managing the allocated budget to buy resources and introducing the new national scheme of work materials. The role does not extend to monitoring or raising standards nor addressing how best to adapt the government approved scheme of work to mixed year group classes to ensure a progressive building of skills and knowledge. There is no clear or agreed view of the best way to assess pupils' achievement or attainment. Consequently the school is largely unaware that the standards at the end of Key Stage 2 are unsatisfactory. This subject has not been the focus of development since the last inspection. The co-ordinators are keen to develop their role to raise standards through implementing the government's guidance.

HISTORY

112. Five lessons were observed during the period of the inspection, all of these in Key Stage 2. Taking into account these lessons and examples of work from the previous year, pupils are achieving standards at the end of both key stages that are broadly in line with those expected nationally. This is a similar position to that at the time of the last inspection. Pupils, including those with special educational needs and those who have English as an additional language are achieving well in relation to their prior attainment.
113. At the age of seven, pupils show a developing knowledge of chronology and the associated language of the passage of time. Pupils in Year 2, identify houses that are old and those that are new in their town, noting their characteristics. They consider what the millennium means and look at the lives of significant people who have lived during the past 1000 years, such as Mary Seacole and Mrs Pankhurst. They discuss some of the important events that have taken place such as the Battle of Hastings, the plague and the sailing of the Mayflower.
114. At the age of eleven pupils have further developed their ideas and interpretations of the past as they study a range of peoples and periods in time. They learn about the impact that the past has had upon the present day and develop and acquire a historical vocabulary. In a whole-school study pupils found out about the Romans, why they invaded Britain, what they did while they were here and the legacy that they left behind. They visited Caerleon and studied the Roman baths, the barracks and the amphitheatre, developing their knowledge and understanding of how the Romans lived.
115. The quality of teaching in Key Stage 2 ranges from satisfactory to very good but is good overall. Pupils make good progress in their learning because they are given work that meets their needs. Work provided is within the reach of pupils who need help but stretches those who work more quickly. This year pupils in Year 4 are developing their skills of historical enquiry as they learn about the role of Henry VIII and his responsibilities and compare this with our present queen. Effective use was made of the interactive whiteboard to retain pupils' interest and to stimulate and motivate them in their learning. Pupils in Year 6 are developing their historical skills as they examine artefacts from the Victorian period. This approach is stimulating pupils' thinking and promoting their skills of enquiry and deduction. This was particularly evident in Year 6 where pupils were developing hypotheses about the social class of people and their interests based on examination of different artefacts. The conclusions they were drawing were generally sensible

and based on sound observations. Teachers have good subject knowledge and they provide lessons, which are exciting and stimulating for the pupils. This ensures that the pupils are active in their involvement in the lesson and has a positive impact upon their learning. Teachers place a high priority on the pupils learning through investigation and looking at sources of information and this is effective in challenging the pupils. In the very good lesson the teacher questioned pupils effectively, skilfully assessing their understanding, challenging their thinking and taking their learning forward.

116. The school has recently adopted the government's approved scheme of work and has adjusted the curriculum content to focus on the development of historical skills. The school has not yet developed an assessment procedure to match the new scheme of work. The subject makes a valuable contribution to the pupils' cultural development through a rich range of experiences. Visits to extend their knowledge of the local cultural heritage provide a valuable source of information for the pupils and set their learning in context. Art and design and technology are used well to enrich this subject. Detailed drawings of Victorian houses focus pupils' attention on the details of the architecture, and designing and making Roman shields stimulate pupils' interest. Computer programs are at present under-used in the curriculum. The school has insufficient CD-ROMs to support the curriculum. Lessons support the work the pupils do in their literacy lessons, giving satisfactory opportunities for extended writing. The co-ordination of history is satisfactory overall. The co-ordinators for Key Stages 1 and 2 are enthusiastic and keen to develop the subject in the future. The co-ordinators monitor teachers' planning but do not monitor standards of work or pupils' levels of achievement.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

117. Pupils' attainment is broadly in line with that expected nationally by the end of Key Stage 1 but below this standard at the end of Key Stage 2. There are particular weaknesses in Key Stage 2 in the provision of opportunities for pupils to use computers to:

- explore patterns and relationships, and make predictions about the consequences of their decisions;
- sense physical data;
- exchange information with others in a variety of ways including using e-mail; and,
- combine different forms of information from a variety of sources.

Progress has been made since the time of the last inspection but some of the weaknesses identified then have still not been overcome. Every class now has a computer but the current provision does not provide sufficient opportunities for pupils to develop their full capability in this subject. Staff have received training and, as a result, the quality of teaching is now good overall. The school is innovative in its use of interactive whiteboards for class and group teaching. Major developments in this subject have yet to take place. The school is awaiting the completion of a computer suite which is an integral part of the buildings programme. This work is due for completion early in the new year.

118. By the end of Key Stage 1, the majority of pupils have developed satisfactory levels of mouse control and keyboard skills. They know the main function keys on the keyboard and use the keyboard and the mouse to control a program. Pupils load, save, retrieve and print using a range of programs and use appropriate subject specific vocabulary, such as 'mouse' and 'keyboard'. They have a range of opportunities to develop word processing skills. They use capital letters, the delete key, full stops and the space bar appropriately. They develop their mouse skills and as they create paintings in the style of Mondrian and Van Gogh, using a paint program. They enter commands into a floor robot to follow a pre-determined path. Pupils enter and manipulate information on a data-handling program, creating bar graphs and pie charts. They independently use music centres, putting story cassette tapes in and operating the start, stop and eject buttons.

119. By the end of Key Stage 2, pupils open and close files, save and print out their work. When word processing they change the size, style and colour of font and edit their work. Keyboard skills are generally under-developed with pupils having to 'search' for keys on the keyboard. There are currently insufficient opportunities for pupils to draft and re-draft their work. Pupils in Years 3 and 4 enter information into a database and search for information well. They set their own questions using the program to search and find the information they require. Pupils in Years 5 and 6 develop an understanding of spreadsheets, and learn associated vocabulary such as files, records and fields.
120. Teaching ranged from satisfactory to good, but is good overall. At the beginning of lessons teachers share the learning objectives so pupils understand what they are expected to achieve. They display good knowledge of the programs they are using. In a lesson in Year 2, for example, the teacher made good use of technical vocabulary employing words such as 'flood fill' and 'icon' as she clearly explained how to use a paint program. In a Year 3/4 lesson, the teacher effectively operated an interactive whiteboard to stimulate and maintain pupils' interest. She revealed very good subject knowledge as she developed pupils' ability to select and drag words related to Henry VIII into the correct position. Teachers give clear demonstrations with well-sequenced instructions that enable pupils to make good progress in the lessons. A good example of this was seen in a Year 3/4 lesson where the teacher's step by step instructions led to pupils making good progress in their learning about how to use a data-handling program. Teachers develop basic skills effectively by breaking down the learning into its different parts and then providing time for all pupils to consolidate their skills. Unfortunately, due to the lack of computers, it is often a few days later before the pupils can do this. When it is their turn they usually remember the information and skills they have been taught, but this is not always the case. The fact that they remember as much as they do is a clear indicator of the quality of the teaching and the positive attitudes of the pupils. Teachers use questioning effectively to extend pupils' understanding. Lessons are usually conducted at a challenging pace and this ensures full concentration from all pupils. All teachers have a supportive approach to the pupils and their learning which promotes confidence and self-esteem. Computers are loaded with the correct program at the beginning of lessons so that the best use is made of the time available to maximise pupil's learning. Pupils have good attitudes to work. They listen well during the introductory parts of lessons and enjoy working on the computer. They are enthusiastic and interested in their tasks. They work well together in pairs and take turns fairly when using the computer or the listening centre. Pupils enjoy their lessons and learn well from one another. As a result of good teaching and positive attitudes, pupils, including those with special educational needs and those with English as an additional language, are making good progress in lessons. There are however, insufficient opportunities for pupils to practise and consolidate what they learn in lessons, as a result of which they do not make as much progress as they might.
121. There is a scheme of work in Key Stage 1 to underpin the development of pupils' skills, knowledge and understanding, but not in Key Stage 2. Work is planned to further develop a scheme in this key stage based on the government recommended syllabus and the new National Curriculum. There is a system in Key Stage 1, where pupils assess their own progress and complete a record-keeping sheet. There is currently no whole-school system of monitoring pupils' skills. Pupils use spelling programs and music centres during reading sessions. An interactive whiteboard is employed well to support pupils learning in history, mathematics and other subjects. Overall, insufficient use is made of computer programs to support pupils' learning across the curriculum.
122. The curriculum managers have worked hard to develop this subject and tackle the issues raised in the last inspection report. There is a recognition that they have come a long way but there is still much to do. They are all very knowledgeable and have a clear view for the development of this subject. An action plan has been produced to provide a structure for these developments to take place. The school has worked hard to win a bid for money to develop a computer suite of 16 computers which is due to be in operation next year. There are currently insufficient computers across the school and insufficient programs in Key Stage 2 to support pupils' development of control technology and sensors, and to support their learning in subjects such as geography and design and technology.

MUSIC

123. Very few lessons were observed but evidence from a range of sources indicates pupils are achieving above expected levels for singing and performing and have a good understanding of the structure of composition by the time they leave the school. Through taking part in many public performances and workshops they understand that they can improve their performance through practice. They are not achieving well enough at experimenting with instruments, composing and refining their own music at the expected level for their age. This is because there has been a limited curriculum in the last few years. This is similar to comments in the previous inspection report. Pupils in Key Stage 1 reach good levels of composition for their age. They write symbols to represent beats for other pupils to play. The higher attaining pupils introduce the dynamics of loud and soft to their patterns as well as different length beats. In Years 3 and 4, pupils extend this by playing group rhythm patterns that are then put together as a class composition. In Year 6, different groups within the class follow different rhythm patterns using untuned percussion whilst singing to a tape.
124. Pupils, including those with special educational needs and those who have English as an additional language learn well. In lessons, both boys and girls participate enthusiastically, concentrate and work hard to improve. Pupils behave well in lessons because they are interested and stimulated by the tasks. In one lesson in Year 5/6, the pupils' attitudes and behaviour were excellent due to the challenging teaching and pace of the lesson. Here the quality of learning was very good. Pupils in Key Stage 1 were so enthusiastic that they determined to continue their rhythm patterns at home and bring them to school to share next day.
125. Teaching is good. All teachers take their own music lessons, but plan together with their year group partners, sharing expertise and practising the trickier elements together before teaching them and evaluating lessons informally afterwards. Consequently they have good skills and understanding of the elements they are teaching and lessons proceed with a good pace and purpose enabling good levels of achievement. Teachers manage pupils very well and ensure that all take an active part in making music. However, teachers give pupils too few opportunities to think for themselves. They tell pupils what is wrong and how to improve rather than developing this ability within themselves. Consequently pupils are not developing appraisal and self-improvement skills. An exception was seen in a Year 3/4 class where pupils decided that in order to improve a class composition it was important to keep the main beat together or the result was dreadful. Good quality specialist teaching is provided for those pupils wishing to play a musical instrument. Teachers from the local secondary school and partner schools produce combined schools' concerts and music festivals. In addition they provide extra expertise in orchestral and singing performance to raise pupil's achievement in these areas to a very high level. These opportunities make a considerable positive impact on pupils' personal and social development.
126. The two knowledgeable co-ordinators are enthusiastically starting to adapt the new national guidance into a broad curriculum and scheme of work for the school. When complete this will provide a framework to ensure pupils' knowledge, understanding and skills are build steadily to an appropriate level. They are also considering how best to assess pupils' musical achievements. Until this academic year music largely consisted of preparing for the music festivals and concerts put on by the school and its partner schools, end of term productions and church services and taking part in musical workshops. Consequently, whilst pupils honed their skills in singing and music making with instruments, other elements of the National Curriculum programme of study were sidelined, and pupils' achievement in these areas was not as good as it should be. There is as yet, no use of computer programs within the curriculum. The choir and orchestra are popular extra-curricular activities for Key Stage 2 and there are many opportunities for them to combine within the area for concerts. Visitors such as a rock band and pupils from the secondary school who come to play their compositions as part of their GCSE music course, enhance the curriculum well and extend pupils' understanding and appreciation. There is a good level of resources although Key Stage 2 has insufficient tuned percussion for the range of experiences the school would like to offer.

PHYSICAL EDUCATION

127. By the age of seven and eleven, pupils achieve standards similar to those in most schools. This is

a similar position to that at the time of the previous inspection. During the inspection it was only possible to observe two dance lessons and a games lesson. In these lessons all the pupils were fully included in the lessons and the pupils including those with special educational needs and those with English as an additional language learned well.

128. In a dance lesson in a Year 1/2 class the pupils moved illustrating a number of different toys. The pupils responded well to the class teacher's good teaching and supportive approach. They moved like a robot showing some good angular movements. Floppy actions in the manner of a teddy bear and marching steps as soldiers all provided the pupils with a range of different movements and emotions to show. The pupils used the space in the hall well; they watched each other's performances talking about what they particularly liked and why. Then they tried hard to improve their own work. In a dance lesson in a Year 5/6 class the pupils worked together as a class creating a dance drama round a Victorian playground theme. They have worked well with this drama over the past few weeks, carefully building up all the different scenes and movements, placing them together competently. Playing with hoops, tops, marbles and hopscotch were all shown by the pupils. Each pupil in the class showed good awareness of the space around them and also of the different levels at which they worked. They responded well to the class teacher's encouragement and suggestions and showed good skills in reflecting the movements they wished to demonstrate. In the games lesson of a Year 5/6 class, the pupils were learning to use a hockey stick and to develop good levels of expertise in controlling the ball. They learnt to control the ball so that they could weave in and out of a series of markers. The pupils demonstrated good levels of understanding that exercise was good for their bodies and knew that an increased heart rate was the result of sustained activity. At the end of lessons the equipment in the hall was replaced carefully by the pupils.
129. In the lessons observed during the inspection the quality of teaching was good. The quality of the lessons provided for the pupils is having a positive effect upon the pupils' motivation and their current progress. The teachers are clear about the need to ensure that the pupils are fully warmed up at the start of lessons and cooled down at the end of lessons. Pupils of all levels of attainment are well catered for in their physical education lessons. Teachers use the pupils to demonstrate good movements and ideas and this enables the pupils to see how they might improve their work. They also show their own levels of expertise as they demonstrate and encourage the pupils in the set tasks. This has a positive impact upon the motivation and attainment of the pupils.
130. There at present four subject leaders, all of whom offer good support and guidance for the development of the subject. The policy document has been reviewed and the school is starting to adapt the new National Curriculum into the existing scheme of work. This provides good support for the teachers and ensures that they are able to plan their lessons effectively. In the previous inspection the teaching of this subject was criticised. The teachers have worked hard to improve their expertise and have sought help from a range of specialist teachers. This has had a positive impact upon the teachers' levels of expertise. All the subject leaders take after-school activities for the pupils. The pupils have the opportunity for adventurous activities on a visit to a specialist centre. The subject leaders indicate that the pupils have their swimming lessons in Years 3 and 4 and that, by the end of the two years, the vast majority of pupils reach the level expected nationally. There are very good links with the high school, which offers expertise and resources for the school to utilise. At present there are no assessment procedures for the teachers to use to record the pupils' development of skills. Resources are generally satisfactory.

RELIGIOUS EDUCATION

131. By the end of Key Stage 1 and Key Stage 2, pupils' attainment exceeds the requirements of the locally agreed syllabus. Pupils are achieving well in relation to their prior attainment. The standards identified in the previous inspection report have been maintained and some improvement is evident. Pupils are taught religious education from a multi-faith perspective and this helps them to understand the differences and the similarities in world religions.
132. Pupils, including those with special educational needs and those who have English as an additional language, are achieving well in relation to their prior attainment. They make good

progress through both key stages and their understanding of the religious dimension grows steadily. Classroom teaching is informally supported in assembly and by regular visits from the local clergy. Each class takes an assembly each term and there are spontaneous enactments of religious stories. In this way pupils are taught the practical applications of religious belief which helps to create a sense of community where pupils feel safe and secure. It is evident the very good standard of moral behaviour found in the school is reinforced by the lessons learnt in religious education.

133. By the end of Key Stage 1, pupils know about the main festivals of Islam, Judaism and Christianity. They know about special books and are familiar with stories in the Bible, the Koran and the Torah. Pupils learn about shared beliefs and the effect that belief has on the way different people live. Pupils also visit local churches and learn of the part the church plays in the community. In one lesson pupils learn how Francis of Assisi is commemorated in stained glass windows and then design and make their own for display in the classroom. The windows depict concern for animals and pupils relate it to their own pets.
134. By the end of Key Stage 2, pupils have learnt that what separates people is less than that which binds them together. This helps them to develop a broader perspective on their world and increases their tolerance and understanding of different cultures and beliefs. Pupils also find out more about themselves. In one lesson, pupils explored how people cope with sadness and disappointment in their lives. This encouraged pupils to relate their own experiences and to one wrote movingly of loss: 'All of these memories remind me of you; I wish I could see you one more time. But you are up in heaven in the sky'.
135. The quality of teaching is good throughout the school. Of all the lessons observed, teaching in four out of five was good or very good: in the remainder it was satisfactory. Lessons are well planned and take account of the pupils' age and development. Lessons are often imaginatively taught and good and profitable links are made between subjects. Teachers encourage the pupils to say what they think and feel and if, on occasion, this overwhelms them, they provide a safe, secure and supportive environment. Teachers encourage pupils to put down their learning in writing and pictures. There is more good quality written work in religious education at the school than is commonly found. Pupils are well and sensitively managed. Relationships are very good and based on mutual concern. There is no formal system of assessment in place but teachers are keenly aware of what the pupils know, understand and can do. Good quality teaching enables all pupils to make good progress including those with special educational needs. Pupils enjoy this subject.
136. The subject is very well managed. The agreed syllabus has been appropriately adapted for school use. The subject co-ordinator is well supported by regular meetings with colleagues from other schools but too little time is provided for her to monitor the work of other classes. The time allocated to religious education is generous but sometimes the lessons are too long and pupils lose concentration. However, the subject has a firm place in the school curriculum and contributes very well to the all round development of the pupils.