

INSPECTION REPORT

TRINITY CE VC PRIMARY SCHOOL

Acton Turville

LEA area: South Gloucestershire

Unique reference number: 109182

Headteacher: Mr D J Beeley

Reporting inspector: Mr G S Nunn
1185

Dates of inspection: 4th – 7th December 2000

Inspection number: 224466

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

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INFORMATION ABOUT THE INSPECTION TEAM

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			[aspect 2]
			[aspect 3]
[name 3]	Team inspector	[subject 1]	[aspect 1]
		[subject 2]	
		[subject 3]	
[name 4]	Team inspector	[subject 1]	[aspect 1]
			[aspect 2]

[This table should list all team members and also indicate, in the **subject** column, the team member with responsibility for co-ordination the inspection of under fives, special educational needs, equal opportunities and, where relevant, English as an additional language.]

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 Alexandra House
 33 Kingsway
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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Littleton Drew Lane Acton Turville Badminton South Gloucestershire
Postcode:	GL9 1HJ
Telephone number:	01454 218462
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Appropriate authority:	The Governing body
Name of chair of governors:	Mrs H Hall
Date of previous inspection:	October 1996

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Team members		Subject responsibilities	Aspect responsibilities
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Mrs C Murray-Watson 9510	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Mrs S Brown 1189	Team inspector	Foundation Stage English Art and design Music	Quality and range of opportunities for learning
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This smaller than average size primary school is situated in the village of Acton Turville, near Badminton in South Gloucestershire. The school currently has 126 pupils on roll aged between four and eleven years organised into six classes. At the time of the inspection, 19 pupils were in the Foundation Stage (Year R). The number on roll has risen slightly since the last inspection. The school attracts pupils from the three villages of Acton Turville, Badminton and Tormarton, as well as wide areas of largely rural area surrounding these villages. The social composition of the school is mixed, but with a higher proportion of pupils coming from a higher socio-economic background. School assessments indicate that, although the range of abilities is wide on entry, attainment overall is about average when compared with children of a similar age nationally. There are no pupils with an ethnic minority background. One pupil is entitled to a free school meal, which is below the national average. Twenty-three pupils have special educational needs with one having a statement to that effect. These figures are broadly in line with national averages for primary schools of this size.

HOW GOOD THE SCHOOL IS

Trinity CE Primary School is a very good school providing a high quality of education for its pupils. It is a continually improving school with many very good features. By the time pupils leave the school, high standards are being attained in many subjects, notably English, mathematics, science, history, art and religious education.

Very good progress has been made by the school since the last inspection where at that time, pupils' standards in most subjects were about average. This very good progress is as a result of the very good leadership and management shown by the headteacher and governors, as well as a commitment by all involved in the work of the school to attain high standards. The quality of teaching is good overall with a high proportion of very good teaching also being evident. There are very good systems in place to support the care and welfare of pupils. The behaviour of pupils and their attitudes to their work are also very good. The school provides good value for money.

What the school does well

- Pupils attain very high standards in English and mathematics with high standards also being attained in science, history, art and religious education.
- The very high proportion of good and very good teaching produces highly effective quality learning for pupils.
- The governors, headteacher and deputy headteacher provide very good effective leadership for the school.
- The school makes very good provision for pupils' personal development and pupils behave very well.
- Pupils are very well cared for.

What could be improved

- Pupils' standards in information and communication technology.
- The current system for the monitoring of pupils' work and the quality of teaching they receive in order to raise even further the standards of teaching and learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in October 1996, the school has done very well in addressing the weaknesses identified at that time. A scheme of work has been developed in English, based on the National Literacy Strategy, and this ensures both continuity and progression in pupils' learning. There are now appropriate facilities and resources for outside activities for those children who are in the Foundation Stage, although opportunities to use these need to be increased. Very good strategic financial planning is now in place and the costing and allocation of funds is clearly related in the good school development plan to proposed educational developments. Information about the school's performance is now carefully analysed and closely focuses financial planning on the raising of attainment. Finally, the quality of reports to parents has improved and they now give an accurate picture of individual pupils' attainment across the curriculum.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	B	A	A
mathematics	C	B	A	A
science	C	B	B	C

Key

well above average A

above average B

average C

below average D

well below average E

The table shows that when compared with all schools, pupils' standards at the age of eleven are well above average in English and mathematics and above average in science. When compared to schools with pupils from similar backgrounds, results are well above average in English and mathematics and average in science.

By the age of seven, national tests show that pupils' standards in this school are above the national average in reading, writing and mathematics. They are also above average in science. When compared to schools with pupils from similar backgrounds, results are similar in reading and writing, but well above average in mathematics.

Inspection findings show that children in the Foundation Stage make satisfactory progress during their time in the Reception class and that the majority are likely to attain the Early Learning Goals by the time they reach Year 1.

In Key Stage 1, pupils make good progress in English, mathematics, science and history and as a result, the levels they attain by the age of seven are above the levels expected of seven-year-olds nationally. Good progress is also made in religious education and, as a result, high standards are attained. In the other subjects pupils study, they make satisfactory progress and by the age of seven, attain the levels expected nationally for pupils of that age. The exception to this pattern is in information and communication technology where pupils' progress is unsatisfactory and the levels they attain are below nationally expected levels.

Inspection findings show that pupils make good progress in Key Stage 2 in English and

mathematics so that by the age of eleven, they attain standards that are well above the national standards. Good progress is also made in history and art and design, so that the levels they attain are above nationally expected levels. High standards are also attained in religious education as a result of the good progress pupils make in Key Stage 2. Satisfactory progress is made by pupils in science and builds on the high standards at the end of Key Stage 1. As a result, pupils' standards are above national standards by the age of eleven. In the other subjects pupils study, satisfactory progress is made in Key Stage 2, so that by the time they leave the school, pupils attain levels in those subjects that are similar to the levels expected of eleven-year-olds nationally. Again, the exception to this is in information and communication technology. Here, largely as a result of the school being without adequate working computer systems for some considerable time, pupils' levels of attainment are below nationally expected levels by the age of eleven and the progress they make in Key Stage 2 is unsatisfactory. The school is well aware of the issue and has very good plans to address the problem. The targets set by the school in English and mathematics for 2001 have been well thought through and are appropriately challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very attentive and keen to learn. They work hard.
Behaviour, in and out of classrooms	Behaviour is very good.
Personal development and relationships	Pupils are polite and sensitive to the needs of others. Relationships across the school, particularly between pupils of different ages, are very good.
Attendance	This is above the level found in primary schools nationally.

TEACHING AND LEARNING

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

In all lessons observed, the quality of teaching was at least satisfactory. In 63 per cent of the lessons it was good, being very good in a further 17 per cent. There were no lessons where the quality of teaching was unsatisfactory. These figures of good and very good teaching are much higher than normally found. The quality of teaching of children in the Foundation Stage (four to five years old) is never less than satisfactory and is often good. A high proportion of good and very good teaching occurs throughout Key Stage 1 and Key Stage 2. The National Numeracy and Literacy Strategies have been introduced into the school and these are being successfully taught. In addition, teachers' planning for lessons is very good and in nearly all lessons, pupils are challenged by the work set, behave very well and work at a brisk pace. The contribution of classroom support staff has a positive effect on standards. The high percentage of good and very good teaching that pupils receive has a very positive impact on

the amount of progress they make and, as a result, on the high standards they attain.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum offered to pupils is good. It is broad and balanced and provides all pupils with a good range of experiences and opportunities. The exception to this is the current provision for information and communication technology.
Provision for pupils with special educational needs	These pupils receive effective support and are making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' personal development and they are developing into mature and sensitive individuals.
How well the school cares for its pupils	The school provides a very good measure of care and support for pupils of all abilities.
How well the school works in partnership with parents	The school provides a good level of information which enables parents to be involved in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the school and is very ably supported by the deputy headteacher. The school is very well managed. There is a clear vision for the future of the school based upon a commitment to high academic standards. A more structured system is needed to monitor classroom teaching and pupils' work, particularly in subjects other than English, mathematics and science.
How well the governors fulfil their responsibilities	Governors are very effective in helping to shape the direction of the school and have a good understanding of its strengths and weaknesses. They fulfil their statutory responsibilities.
The school's evaluation of its performance	Very good analysis of national test results as well as other formal assessments has taken place in recent years. This is now being used effectively, along with other strategies, to evaluate the school's performance and to set clear and appropriate targets for development.
The strategic use of resources	The school makes very good use of the resources and provides good value for money.
The adequacy of staffing, accommodation and learning resources	There are a good number of suitably qualified staff. The accommodation is adequate to support the school's curriculum. Resource provision is good for most subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour in school is good. • They are kept well informed about their child's progress. • The school works closely with parents. • The school is well led and managed. • The school helps their child to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities provided by the school outside lessons.

The above views are taken from the parents' meeting, attended by 20 parents, and 20 responses to the parents' questionnaire.

The inspection team supports parents' positive views. With regard to the range of activities provided by the school outside lessons, the findings show that this is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The Year 2000 national test results for eleven-year-old pupils show that the proportion of pupils who attain national standards in English and mathematics is well above the proportion that do so nationally. The proportion attaining national standards in science is also above the national proportion. In addition, the proportion who exceed national standards in all three subjects is similar to the proportion who do so nationally. When this school's results are compared to schools with pupils with similar backgrounds, they are well above average in English and mathematics and about average in science. Trends over the last three years show that pupils' standards in all three subjects have risen. Inspection findings show that the pattern is likely to be repeated with the present Year 6 attaining standards that are well above national standards in English and mathematics and above national standards in science by the time they leave the school.
2. The previous inspection found that pupils' attainment at the age of eleven was in line with national standards in English, mathematics and science. Since then, the school has done well to raise pupils' standards in all three subjects. This is due to a variety of reasons. Firstly, the successful introduction of the National Literacy and Numeracy Strategies; secondly, an increase in the quality of teaching; thirdly, very good planning by teachers of pupils' work and finally, a commitment by the headteacher and teachers to strive for high academic standards in their pupils. The results show that standards have risen to their present high levels in all three subjects.
3. The National Curriculum test results for seven-year-olds in the Year 2000 show that the proportion of pupils attaining the national standard in reading, writing and mathematics is above the proportion that do so nationally. The proportion who exceed the national standard is also above the national proportion in all three subjects. Teacher assessment shows that in science also, the proportion of pupils who both attain and exceed the national standard is above the proportions that do so nationally. When this school's results are compared to schools with pupils from similar backgrounds, they are similar to the other schools' results in writing and reading and well above those results in mathematics.
4. Inspection findings show that the standards of the current Year 2 pupils are likely to be above the national average by the time they leave Key Stage 1 in reading, writing, mathematics and science. This is a notable improvement from the previous inspection when standards were in line with national standards. The school has done well to raise standards, particularly in writing. Two years ago the school recognised that pupils' writing standards were not good enough. Additional time was given to writing, a writer's club was formed, a 'writer of the week' chosen, in-service training for teachers took place and the National Literacy Strategy was implemented. As a result, pupils' standards have risen considerably to their present high levels.
5. The attainment of children on entry to the school is broadly average, but within that, there is clear evidence of a very broad spread of ability. During their time in the Reception class, children in their Foundation Stage of education make satisfactory progress in all the areas of learning that they study. Many, by the end of their Reception year, are likely to have attained the Early Learning Goals outlined nationally for pupils of that age and are ready for the National Curriculum Programmes of Study for Key Stage 1. Sound overall teaching, together with a caring working environment, ensures that

these young children settle quickly into school life and have a good start to their education.

6. Inspection findings show that in English, the majority of pupils in Key Stage 1 listen well and follow instructions, gaining confidence in oral work and in learning to express their thoughts and ideas. This good progress continues during Key Stage 2 so that by the time pupils are eleven, their speaking and listening skills are well developed. They are confident when asking questions and also when speaking in class. Progress in reading is good in both key stages. Pupils throughout the school enjoy books and by eleven, most are keen to talk about their favourite authors and the characters in a book. They can read with a good degree of fluency, accuracy and expression. In writing, pupils' progress is good in Key Stage 1 and also good in Key Stage 2, so that by the age of eleven, pupils can write in a variety of forms and for a variety of purposes. A variety of punctuation marks such as full stops, capital letters and question marks are used correctly, both in their formal writing and in other subject areas. Most handwriting is fluent, joined and legible although the presentation of that handwriting is not, in some cases, as good as it could be.
7. In mathematics, pupils' standards at the age of seven are above national standards. They can count and order numbers to 100, solve simple mathematical problems and identify simple fractions. They correctly identify basic shapes and use an increasingly wide vocabulary of mathematical terms in context. Pupils, including those with special educational needs, make particularly good progress in the number aspect of mathematics because of the high proportion of good teaching they receive. This good teaching continues in Key Stage 2 and enables pupils to make good progress and thus attain standards that are well above national standards. By the age of eleven, pupils can multiply and divide numbers to six figures, they can use all four number processes to two places of decimals and are confident with vulgar fractions, decimal fractions and percentages. In addition, they can construct angles of varying degrees and know the various properties of both two- and three-dimensional shapes. They are most confident in carrying out mathematical investigations and in the handling and interpretation of data.
8. In science, pupils' attainment by the time they are seven is above national standards and by the time they are eleven, their attainment also exceeds national standards. In both key stages, progress is good in experimental and investigative science as many opportunities are provided for pupils to plan their own experiments, select appropriate equipment and make decisions for themselves. Good progress is made in Key Stage 1 with satisfactory progress being made in Key Stage 2 in pupils' knowledge and understanding of living and non-living things, plants and animals in their habitats, of forces and of the properties of materials. As a result, by the age of eleven, they know the main functions of most body organs as well as the various parts of plants. In addition, they are well aware of the concepts of change, evaporation and condensation and can discuss confidently issues such as how various materials can block out light as well as how light can travel through some objects but not others.
9. In the other subjects pupils study, they exceed the nationally expected levels for seven-year-olds in history and attain such levels in design and technology, art and design, physical education, geography and music. Pupils make good progress in history in Key Stage 1 and satisfactory progress in the other subjects. Good progress is also made in religious education so that by the age of seven, they attain standards that are above these outlined in the locally agreed syllabus.
10. In Key Stage 2, pupils make good progress in art and design and history to attain levels that are above nationally expected levels by the age of eleven. Good progress is also

made in religious education so that by the end of the key stage, standards being reached are above those expected in the locally agreed syllabus. Nationally expected levels for eleven-year-olds are attained by pupils in design and technology, physical education, geography and music as a result of the satisfactory progress pupils make in their learning in these subjects during Key Stage 2. The good and satisfactory progress pupils make in both key stages in many subjects is directly related to the high proportion of good and very good teaching they receive.

11. In information and communication technology, pupils make unsatisfactory progress in both key stages and, as a result, do not attain the levels expected of seven- or eleven-year-olds across the country. This is largely due to the recent lack of working computer systems, some uncertainty on the part of some teachers in the teaching of the subject as well as how it might be applied to other areas of the curriculum, and the lack of timetabled time for the subject to be taught. The school is well aware of these shortcomings and has very good plans in hand to address this issue.
12. Higher attaining pupils are well catered for by the school and the amount of progress made by this group of pupils is similar to other pupils given their prior attainment levels. In many lessons, work is set that is well matched to their needs, challenges them and enables them to make good progress. This is particularly so in English and mathematics. In addition, the local cluster group of schools runs a half-termly half day session on a particular subject which high attaining pupils can attend to further increase their skills in that particular area of the curriculum. At the time of the inspection, design and technology was the specific focus with two pupils attending from the school. The nativity crib he made was delightfully shared with all pupils at the next morning's assembly.
13. Work for pupils with special educational needs is often different from that of other pupils and clearly targeted by all teachers to their needs. Valuable extra support is provided in class by well-trained support assistants who carefully monitor the progress made by these pupils. Assessments are made on a regular basis and accurately recorded to further inform the future teaching of these pupils.
14. National test results for the past few years have been very well analysed and the school monitors pupils' overall attainment and progress. In response to this analysis, targets for improvement have been appropriately set in English, mathematics and science. There is every indication to suggest that the school will be successful in meeting the performance targets it has set in 2001. There is no significant difference in the amount of progress made by boys and girls. A survey of parents showed that most parents are well satisfied with the amount of progress their children make whilst only three parents were dissatisfied.

Pupils' attitudes, values and personal development

15. The pupils are very positive in their approach to school life. In response to the calm, purposeful atmosphere established for the start of each school day, they settle quickly to work as soon as they arrive and no time is wasted. They are very attentive in lessons and display the ability to concentrate well for extended periods. This is true even for the very youngest pupils. By the time they have progressed to the end of Key Stage 2, the pupils are able to work with increasing levels of independence and maturity, taking pleasure in what they are achieving. In this they are supported by the consistently good quality of teaching they receive and the effective strategies their teachers employ, both to engage their interest and to set an appropriate level of challenge for pupils of all abilities.

16. The standards of behaviour displayed across the school, both during lessons and at other times, are very high, in response to clear and consistent expectations and the good role models provided by the adults in the school. The pupils are both polite and thoughtful in the way they behave and in the care they show for each other and their school. For example, they are quick to offer help, such as opening doors or tidying away equipment at the end of lessons. They also move around the site and school buildings in an orderly and sensible way. Within a secure and caring environment, the very good behaviour of the pupils is matched by the sensitive and supportive relationships being established between pupils of all ages. The school's policy of encouraging friendships between pupils of different ages, and particularly the role given to Year 6 pupils in providing care during assemblies and playtimes for the youngest pupils, fosters a sense of community in which everyone has a positive part to play.
17. Many pupils undertake different activities to support the smooth running of the school day. These include routine tasks within each class and such things as operating the sound system and overhead projector for assemblies, collecting dinner registers and giving out milk at breaktimes. In this, and in many other ways, they display commendable initiative and a strong sense of ownership in what they can contribute to the life of the school.
18. Pupils with special educational needs are similarly positive in their attitudes to their work and their place within the school. Many are well motivated by the good teaching they receive. Their behaviour is good.
19. The levels of attendance are above those found in primary schools nationally. Instances of unauthorised absence are rare.

HOW WELL ARE PUPILS TAUGHT?

20. Across the school, the quality of teaching, including that of children in the Foundation Stage, is at least satisfactory in all lessons. Of these, the quality of teaching is good in 63 per cent and very good in a further 17 per cent of lessons. There are no lessons where the quality of teaching is unsatisfactory. These figures of good and very good teaching are much higher than normally found. The quality of teaching in the Foundation Stage is never less than satisfactory and very often is good. The high proportion of good and very good teaching continues throughout both key stages. The good and very good teaching that all pupils receive has a very positive impact on the amount of progress in their learning that they make and, as a result, on the high standards that they attain.
21. The quality of teaching has improved since the last inspection where, at that time, some unsatisfactory teaching was observed. In addition, the proportion of good teaching has also increased considerably. This increase in the quality of good teaching is a result of several factors. The subject co-ordinators, particularly those for mathematics and English, have had the opportunity to work alongside their colleagues in classrooms. Furthermore, the headteacher visits classrooms to monitor the teaching quality. Whilst more work still remains to be done in this area, the observations and follow-up discussions have led to improvements in the quality of teaching and this in turn has had a favourable impact on the amount of progress pupils make in their learning. In addition, the introduction of the National Literacy and Numeracy Strategies in recent years has also given teachers a good framework for planning and more precise direction in the delivery of lessons.

22. The National Literacy Strategy has been well implemented. The teaching of it is good throughout the school. Teachers plan their lessons in great detail, are clear about the Strategy's structure and use the plenary session particularly well to reinforce pupils' learning. In the best practice, teaching is lively and exciting with very good use being made of texts to stimulate pupils and challenge their thinking. This ensures that pupils in these lessons make good progress.
23. The teaching of numeracy is also good. There is an effective focus on the development of mental arithmetic with regular, challenging questioning at the start of most lessons. Teachers encourage pupils to explain their methods of calculating solutions to problems. Lessons develop well with appropriate activities being set to match pupils' prior attainment levels. The pupils enjoy their numeracy lessons, being well motivated by the work set. As a result, pupils make good and often very good progress in their learning of mathematical skills and concepts.
24. The high proportions of good and very good teaching are characterised by a variety of factors. Lessons are introduced in a way that catches pupils' imagination and gives a clear focus to the lesson. Similarly, teachers ask clear, concise questions which challenge pupils' understanding and require them to articulate their thoughts clearly. This was particularly noticeable in a very good Year 4 mathematics lesson, where pupils were required, as part of the mental arithmetic session, to give the answer to the quick-fire questions the teacher was asking them about their four-times table. The pupils really enjoyed the activity and talked with enthusiasm about such introductory sessions. In such sessions, pupils are keen to answer and even though they sometimes get the answer wrong, teachers, through skilful questioning, help their pupils to find the correct answers. This very good lesson quickly moved pupils on to learning about the shading in of parts of a particular shape to indicate what fraction of that shape was shaded. The work they were asked to do was broken down into three levels of difficulty, each aimed at pupils of different prior attainment levels. Some pupils found the process difficult at first but as a result of the teacher's high expectations and his persistent challenging of his pupils, all of them made very good progress during the course of the lesson. By the end, most had grasped the concept of fractions being part of a whole.
25. Such good lessons are well structured and proceed at a brisk pace. This was particularly noticeable in a very good Year 6 English lesson, where the teacher using extracts from 'A Christmas Carol' by Charles Dickens, helped, by very careful questioning, her pupils to quickly see how Scrooge's character softens during the course of the story. The lesson moved briskly on to a consideration of the language used by Charles Dickens and how some of it has changed in modern times. For example, green at that time meant the colour green and whilst it still does today it is now also applied to the environment. By carefully using extracts from a modern version of the novel, pupils were quickly able to recognise and understand the contrasting usage. This was quickly followed by very detailed and carefully planned tasks that were very well matched to pupils' differing prior attainment levels. Pupils were in no doubt as to what was expected as their objectives were written clearly on the board for them. The final plenary session was used well to reinforce the idea that vocabulary usage can change considerably over time. The very good teaching in this lesson meant that pupils were well challenged by the tasks set, so that by the end of the lesson, most had learnt new words such as 'quill pen', 'shilling' and 'workhouse'. They were also able to explain words that had changed or taken on additional meaning such as 'wicked', 'ace', 'hardware', 'cool' and 'green'. Pupils' progress was very good in this lesson directly as a result of the good teaching they received.

26. Other characteristics of good lessons are where teachers manage their pupils well, expecting and getting good behaviour as well as managing the use of resources in such a way that enhances their pupils' learning. This was evident in a very good Year 3 religious education lesson. Pupils responded well to their teacher's opening remarks where it was made clear to the pupils exactly what they were expected to learn during the course of the lesson. The focus of the lesson was upon the importance of light to differing world religions and in particular, on this occasion, to Jews in the Hannukah festival. The teacher skilfully told the story of Judah the Maccabee and the driving of soldiers from the temple. Various artefacts were shown to the pupils such as a variety of Menorahs, the Torah and various Hannukah cards. Pupils became totally involved in the story and were enthralled by the various artefacts. Despite the pupils' obvious enthusiasm, the skill shown by the teacher in challenging her pupils ensured that, when asked to design their own Hannukah cards, they remained engrossed in their work and that very good standards of behaviour were maintained. As a result, very good progress was made in pupils' learning and high standards were attained.
27. Where teaching is less successful, though never unsatisfactory, it is usually where pupils are presented with less challenging work, or where the amount of work they are required to do in a given period of time, is insufficient given their prior attainment levels. These occasions are, however, rare in what overall is a high level of good quality teaching right across the school.
28. Teachers have a very good knowledge and understanding of most of the subjects they teach. This is most noticeable in English, mathematics and science. In subjects where such knowledge is most secure, pupils' learning is enhanced. One or two teachers are less confident in their teaching of music and information and communication technology and this latter subject in particular, is an area the school rightly sees as being in need of some in-service training once the school's computer systems are functioning efficiently.
29. Teachers' planning of pupils' work is very good and clearly identifies what pupils of different levels of prior attainment will be required to do. This is particularly so in English and mathematics. In addition, such plans identify what resources will be required to be used during the lesson and how the structure of the lesson will proceed. These are used well by teachers to enhance pupils' learning and the amount of progress they make. Of special note is the work of the classroom support assistants. They work closely with teachers in planning work for pupils and are particularly skilled in helping pupils during the course of a lesson. Their significant contribution has a most positive impact on pupils' learning.
30. The quality and use of day-to-day assessments are good. Teachers are skilled in using questions to check and challenge pupils' thinking and understanding and are adept at asking good follow-up questions to pupils' initial responses. Good use is made of plenary sessions at the end of many lessons in order to assess what pupils have learned in that lesson and to further reinforce their subject knowledge and understanding. In subjects other than English, mathematics and science, teachers' recording of their pupils' attainments and the subsequent use of that to plan the next pieces of work for them is limited and, as a result, is barely satisfactory. Pupils' work is clearly marked by teachers. However, it does not always identify to pupils, in an analytical way, what they now need to do to continue to improve their work.
31. Homework is consistently given to all pupils right across the school whether in the form of reading books and words to learn for the youngest pupils, to more sophisticated and detailed work for the older ones. The practice of giving homework is good as is also the good use made of it to reinforce work covered during the relevant lesson.

32. Pupils with special educational needs are fully integrated into classroom activities. They are given tasks appropriate to their learning needs. Where relevant, these relate directly to the pupils' good individual education plans. Teachers give good support to their learning needs and extra effective support is often given by learning support assistants. Teachers effectively monitor the progress made by special educational needs pupils. They are well supported in this by both the former and current special educational needs co-ordinators. The teachers and co-ordinator in partnership, regularly assess and record pupils' progress in order to plan the next work for them. Overall, these pupils are well taught and make good progress in lessons at a level commensurate with their prior attainment levels.
33. In a survey carried out prior to the inspection, 85 per cent of parents agreed that the quality of teaching was good with a further ten per cent not being sure. Inspection findings show that the quality of teaching is good and often very good, making a significant impact on the good progress in pupils' learning and the resultant high standards that they attain.

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

34. In the previous inspection, the curriculum offered was broad and balanced with sound planning for teaching and learning. A priority for the school was to put in place schemes of work for some subjects, particularly English. Since then, considerable developments have taken place. The Literacy and Numeracy Strategies have been successfully implemented. Schemes of work have been put in place for all subjects except physical education, which is currently being developed. The role of co-ordinators has been redefined to enable them to have greater involvement in and responsibility for their subject. Curricular provision is now good, except for information and communication technology which is not fully in place. The school continues to offer a broad and balanced curriculum, providing pupils with exciting and stimulating opportunities for learning. The richness of the expressive arts has been successfully maintained whilst giving full attention to the many initiatives such as the National Literacy and Numeracy Strategies. The balance of time allocated to each subject has been reviewed and amended, although time allocated for information and communication technology is an issue which the school is aware will require attention and plans are in hand to address this. Planning has been refined to take account of the national guidance documents which have been adapted for subjects other than literacy, numeracy and religious education. Co-ordinators have a clear and accurate overview of their subject. They monitor planning to ensure coverage of the Programmes of Study and that appropriate attention is given to the literacy and numeracy strategies. Some opportunities have been provided for co-ordinators to monitor teaching and provide feedback, but further development is required to ensure a sharper focus on how teaching and learning can be further improved.
35. Planning for the Foundation Stage is good, linked carefully to the Early Learning Goals for children in the Reception class. The quality of planning in Key Stages 1 and 2 has been improved and is now very good. Clear learning objectives and learning outcomes are identified which ensure that learning is continuous and that there is good progress in acquiring new skills in most subjects. Teachers follow a consistent format for long-, medium- and short-term planning with challenging work planned for pupils of different abilities in many lessons.
36. There are very effective strategies in place to teach literacy and numeracy skills. Good

links to other subjects ensure that these skills are consolidated across most areas of the curriculum. In history, for example, pupils in Years 5 and 6 research facts about the Vikings and create a glossary of Viking terms. Interesting newspaper reports provide exciting accounts in journalistic style of the Vikings' raid on Lindisfarne. These strategies are having a noticeable effect on raising standards in literacy and numeracy.

37. The school makes a conscious effort to ensure equality of opportunity for all pupils. In the mixed year classes, teachers work hard to ensure that work is matched appropriately to meet the particular requirements of pupils of different ages.
38. The provision for pupils with special educational needs is good. Procedures for identifying their needs are effective. Such pupils receive good support in class, including additional literacy support for targeted pupils. Individual education plans are appropriate, regularly reviewed and updated to take account of changes in pupils' needs. All aspects of the Code of Practice are appropriately met. This is a strength of the school.
39. There is good provision for pupils' personal, social and health education, including sex education and drugs' misuse. The school is developing the use of 'circle time' to promote an awareness of others, their feelings and problems as well as enabling pupils to express opinions and be involved in decision-making.
40. There is a satisfactory range of extra-curricular activities in place, given the difficulties of transporting pupils to different villages at the end of the day. During lunchtimes and after school, the school offers football, writers' club, recorders and a Saturday morning club. Other sporting teams are arranged as required for tournaments. Other out-of-school events include 'Strings Day', infant singing workshop and a joint schools' performance in Colston Hall.
41. The school has established good links with the local community and the curriculum is enriched by a range of visitors to the school. There is a strong link with the local church and pupils go out into the community. For example, the youngest pupils visited the shop during the inspection as part of their topic. They purchased ingredients and baked biscuits when they returned to school. Another very strong feature is the good relations the school maintains with the local cluster of schools. Musical events are held at the local secondary school which include all the neighbouring primary schools. There are meetings between some curriculum co-ordinators in other schools. Other events such as 'Young Engineers' competition, 'International Day' and enrichment groups for higher attaining pupils involve all the local schools. As a result of the Comenius Project, the school has established links with schools in Corfu and the Czech Republic. The Badminton International Project is involved in setting up a website which will enable schools in the cluster to link up with their schools in other countries. The strong community links and wider school links make an effective contribution to the all-round development of the pupils, and are helping to extend their knowledge and understanding of the wider world.
42. Very good provision is made for the pupils' personal development and this is a strength of the school.

43. The school community offers a positive learning environment where the views of each child are respected and the pupils are encouraged to be sensitive to the needs of others. Within circle time, for example, difficult issues such as bereavement can be discussed and the pupils are given the opportunity to reflect on their own experiences. This is also true in other areas of the curriculum, such as religious education, where they can gain an understanding of beliefs and values different to their own and also begin to learn the various factors that shape peoples' lives. The links that are being established with children in other parts of this country and across the world are another element in the breadth of provision made by the school to encourage understanding and tolerance. There are strong links with the local church and representatives from other churches also visit the school. Pupils with special educational needs participate fully in the spiritual and social life of the school and share the same provision for moral and cultural development.
44. Moral and social development is very well supported and the provision made has a very positive impact on the behaviour and sense of community within the school. A high standard of behaviour is expected by all adults in the school and the pupils have a clear understanding of right and wrong. They are also encouraged, and given the opportunity, to display personal initiative and helpfulness in a number of ways. For example, the older pupils look after the youngest children by taking them into school assemblies and playing with them at breaktimes. This mixing of ages is further extended at meal times, where pupils of all ages eat their midday meal together, rather than sitting in class groups. The pupils undertake a wide range of routine tasks and this also fosters a sense of personal responsibility and service to the school community. The newly formed School Council is beginning to offer the older pupils a voice in the way things are done and is another element in the strong sense of ownership and individual care for others which are key factors in the ethos of the school.
45. The previous inspection report identified a weakness in the school's provision to raise awareness of the cultural differences within society and across the world. Since that report, the school has worked hard to provide its pupils with opportunities to experience such differences. For example, the increasing use of information and communication technology has enabled links to be established with pupils in schools from a range of European countries. In addition, Christmas customs from all over the world were evident in the school's celebration of advent. The school also supports overseas charities. In a relatively isolated rural community, provision to educate pupils in the ethnic diversity of British society is not strong and is an area that needs further development. Other elements of cultural development are enhanced through the experiences offered to pupils of the wide range of music and the visual arts that is included in the curriculum and during assemblies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school makes very good provision for the care of its pupils, informed by a good knowledge of individual needs and abilities and the very good provision made for pupils' personal development.
47. There are appropriate arrangements in place for child protection and the school liaises with outside agencies as necessary. The health and safety of pupils are carefully monitored and due care is taken, in physical education lessons for example, to promote safe practice. The previous report mentioned the need for additional playground provision for the youngest pupils. A quiet play area has been created, although the caring and supportive relationship that has been established between older and younger

pupils means that they often chose to play together on the main playground area. There is a good level of adult supervision at these times.

48. The very high expectations of all adults in the school that the pupils will behave in a responsible, polite and thoughtful way and the very good relationships that are fostered between pupils of all ages mean that incidents of bullying are rare. No incidents of oppressive or inappropriate behaviour were seen during the inspection. Excellence, whether in the work being done or in the attitudes being shown, is positively reinforced by the award of certificates and the evident pleasure of the teachers in the way they compliment their pupils. Opportunities also exist during the whole-school assemblies for individuals to be commended.
49. Throughout the school, good procedures are in place for assessing pupils' attainment in English, mathematics and science. Very good use is made of this assessment information in planning work to match the needs of all pupils. Early assessment information is collected about each child on entry to the school which is added to each year. The school has developed its assessment and recording procedures to good effect. Statutory assessments at the end of each key stage, together with other non-statutory assessments are undertaken. Records are consistent and well maintained in class assessment files. Individual pupil profiles provide very good records of pupils' achievements. These include samples of selected work, individual target sheets, end of year reports, optional test analysis and a personal assessment by pupils of what they have enjoyed, are proud of and where they feel they could improve.
50. Very good use is made of the analysis of assessment information to identify strengths and weaknesses. This is particularly the case with regard to assessments to inform planning and to set targets for each child in literacy and numeracy. Identified areas of weakness are then clearly targeted within the school development plan. The headteacher and deputy headteacher are responsible for much of the analysis undertaken and outcomes are shared with co-ordinators who are becoming increasingly aware of the benefit of data analysis and the importance of pupil tracking.
51. In addition to literacy and numeracy targets, personal targets are set for pupils, mainly in Key Stage 2, at the spring parents' evening when parents and pupils discuss with teachers the progress being made. As a result of this meeting, targets are set which are then reviewed at the summer parents' evenings.
52. The school provides effective support for all pupils with special educational needs. Regular assessments are undertaken and accurately recorded to further inform the future teaching of these pupils. Targets are set by class teachers, together with the special educational needs co-ordinator, and these are regularly reviewed and revised.
53. Teachers maintain their own records of progress in some subjects. Detailed records of reading are maintained, to which pupils and parents contribute through the home/school diary. These records are well maintained with both evaluative and diagnostic comments to help pupils improve.
54. Portfolios of levelled work in English, mathematics and science provide guidance to teachers when assessing pupils' progress. Marking of pupils' work is inconsistent. The best examples provide pupils with constructive advice about how they can improve their work.
55. The good assessment practice that has been developed in English, mathematics and science has yet to be extended to other areas of the curriculum. The school recognises

that further work is needed to ensure that planning for all areas of the curriculum are well informed through rigorous assessment opportunities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Parents and carers have a positive view of the school and are pleased with the provision made. The only concern expressed in significant numbers by the relatively small proportion of parents that returned the questionnaires was regarding the extra-curricular provision, which was felt to be inadequate. Inspection evidence does not support this view.
57. The school provides a good level of information about the life of the school, the work the pupils are doing and the progress that they are making. Regular newsletters are sent home, there are opportunities for the parents to meet formally with the teaching staff and a good measure of information on what the pupils know and can do is provided in the annual reports. Parents commented favourably on how easy it is to approach the school with any concerns and it is possible to meet teachers informally at the end of the school day. The school gives the parents a clear picture of what is being taught through the information sheets sent home at the start of each term. These give a good measure of information on what will be covered in the different subject areas. In this way, the parents who wish to support work at home are given sufficient information to make a positive contribution to their child's learning.
58. The parents of pupils with special educational needs are encouraged from the beginning to be involved fully with the education of their children. They are kept well informed of developments and are invited to attend the annual reviews of the progress their children are making. Most parents take up this offer and as a result, support the school in the work it is doing with their child.
59. There is a good level of parental involvement in the school, with parents helping in classes, specific skills being offered to support and extend the curriculum and an involvement in out-of-school clubs. Many parents offer active support with homework. For example, they listen to the younger pupils read and support the research and craft activities undertaken at home. There is an active 'Friends of the School' group that raises funds and organises social activities for the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The previous inspection report described the leadership of the school as being strong and effective. This has not only been maintained but also successfully built upon. Indeed, a high proportion of those parents who responded to the questionnaire about the school felt that the school was well led and managed. This very good quality leadership and management has a positive effect on many aspects of school life. The headteacher provides very good leadership and has a clear understanding of the strengths and weaknesses of the school. He is most ably supported by the deputy headteacher and together they give the school a clear purpose and direction. The headteacher works closely with his governors and members of staff to continue to raise standards and improve the quality of teaching. His clear vision for the future is evident in his determination to raise pupils' standards of attainment by focusing on several key strategies. For example, the need to raise pupils' standards in information and communication technology. In addition, he sees the need to continue to successfully develop both the National Literacy and Numeracy Strategies. These, and several other strategies, are built into the school's very good development plan. The plan clearly identifies key goals for action, steps to be taken to achieve that goal, staffing and

budgetary implications as well as time limitations. Whilst the whole staff, both teaching and non-teaching, work very closely as a most successful team, they are nevertheless very well supported by an able and caring headteacher who recognises the importance of developing the strong team identity.

61. The aims of the school, reviewed most recently in March 1999, are good and clearly defined. They, together with the school's clear vision statement, underpin much of the school's work and life. On occasions, not all policies are reflected in the practice of the school. For example, the school has an appropriate marking policy. However, this is not always adhered to by all members of staff in providing pupils with sufficient guidance on how they can continue to improve their work. Within school, all pupils are highly valued and well cared for and are encouraged to develop into well-motivated and self-disciplined pupils. The school is particularly successful in achieving its aim of creating positive attitudes towards work in its pupils. The school had an explicit commitment to the attainment of high standards and is aware of the importance of meeting the needs of pupils of all attainment levels. With both lower and higher attaining pupils it is most successful.
62. To assist its basic aim of raising standards, the school has collected a very good range of data to enable it to monitor pupils' progress. The analysis is well managed by the headteacher who can provide detailed information on individual year groups of pupils in the school. The information is used well to provide realistic and challenging targets for the school, particularly in English and mathematics.
63. There are some structures and procedures in place to monitor standards and provision. Overall, these procedures are satisfactory. The headteacher monitors teaching in classrooms and he also monitors pupils' learning by scrutinising teachers' planning and, on occasions, pupils' work in books. Some members of the governing body also monitor the work in classrooms. However, this is not a frequent occurrence although more work in this area is proposed.
64. The curriculum co-ordinator for numeracy monitors teaching and learning by direct observation in classrooms. However, this is not a practice common to all subject areas. Other subject co-ordinators rarely monitor progress by scrutinising pupils' completed work, although they do monitor teachers' planning. Many have yet to observe teaching directly through classroom observation in order to provide support for their colleagues. Staff meet to discuss the effectiveness of curricular provision and examine results of statutory tests in order to evaluate pupils' attainment and progress.
65. The special educational needs co-ordinator carries out the responsibilities of the post very effectively. His work is successfully building on the very good systems created by the former co-ordinator. An accurate register is maintained which ensures that all pupils' individual education plans are regularly reviewed. Staff are fully aware of their responsibilities and have received good guidance on the National Code of Practice for these pupils. The additional funds made available for pupils with special educational needs are used well to provide very effective learning support assistants and appropriate resources. These are used well in order to achieve the school's priorities for special educational needs. This ensures that pupils with special educational needs make good progress given their prior attainment levels.
66. The governing body is very effective in its work. It is well led and fulfils its responsibilities most efficiently. It is appropriately constituted and has the relevant committee structure in place to consider such areas as finance and building as well as curriculum and staffing. As a result, governors play a very good part in working

alongside the headteacher to provide effective leadership for the school. Most governors have a very good understanding of the strengths and weaknesses of the school. They carry out their statutory responsibilities fully.

67. The school has a good level of well-qualified staff to teach the subjects of the National Curriculum, religious education and children in the Foundation Stage. The teachers have a significant range of experience and several co-ordinators are particularly well qualified in their subject areas. They have a clear understanding of their roles and all staff work closely together to improve the standards of pupils in the school. There are well-qualified, skilful classroom assistants who provide effective additional support for pupils' literacy skills. Teachers deploy and brief classroom assistants well and the quality of the support given impacts very positively on standards. The school has received the 'Investors in People' award and involves all its employees in regular staff development discussions. The investment in teaching staff to provide smaller than average class sizes represents good value for money, making a very positive contribution to pupils' learning. A performance management policy is in the process of being put into place.
68. Accommodation is satisfactory. There is good provision outside, with a large playing field, usable even in the wettest weather. A playground extension, involving a maze and quiet area, has been built and financed by parents, and some tree and willow planting has provided shady summer play areas. The buildings are on an attractive site although on occasions, they are not always cleaned to the highest standard. Most areas of the school are bright with stimulating displays. Some of the buildings, however, are inadequate. The hall is cramped and as a result, standards of attainment and the quality of pupils' learning are adversely affected, particularly in physical education. The four classrooms in the outside buildings are in need of high expenditure in terms of maintenance. There is no covered way connecting them to the main school and the current building plans are a high priority to address these issues.
69. Learning resources are mainly good, particularly so for numeracy and literacy, and are used well. The hardware resources for information and communication technology are unsatisfactory, but the present situation indicates that provision in this subject will soon be more positive with the new working networks on the computers. The library has been enlarged and effectively restocked. The books selected have been carefully chosen to give good quality support to learning in all subject areas.
70. This is a school which is continuing to raise standards. The quality of teaching is good and has a positive effect on pupils' learning. Leadership and management are effective. The headteacher, governing body, staff and parents work closely together to pursue higher standards. The quality of financial planning is very good with close monitoring. The governing body is involved in all stages of this. Financial administration is detailed and thorough, through the careful management of the headteacher and the most able and knowledgeable school secretary. The school has demonstrated a capacity for great improvement and is providing good opportunities for impressive levels of attainment. The school has higher than average income per pupil but gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. In order to build on the many positive aspects of the school and further improve the standards of work and quality of education provided, the governors, headteacher and staff, in co-operation with the local education authority should:

- **Raise pupils' standards and the amount of progress they make in information and communication technology by:**
 - expanding the existing provision of computer systems;
 - extending the use of computer systems to include more opportunities for their use in all other subjects of the curriculum;
 - providing opportunities for the in-service training of teachers in order to raise their own skills;
 - building into the school timetable a planned programme for the teaching of the subject in order to give pupils more opportunities to develop their knowledge and skills.

(Paragraphs 11, 28, 34, 84, 97, 110, 117, 124, 146, 147, 151)

- **Review the current approach to the monitoring of pupils' work and the quality of teaching by:**
 - developing a more structured approach to enable subject co-ordinators to be able to check the rate of pupils' learning and to provide support for other teachers in their particular subject area;
 - reviewing the roles and responsibilities of the school's senior managers with regard to the monitoring of teaching and other aspects of school life.

(Paragraphs 21, 34, 63, 64, 101, 127, 134, 138, 145, 164)

In addition to the issues above, the following should be considered for inclusion in the action plan:

- Refining the system for marking pupils' work in order to identify more clearly to pupils how they can improve their work. (Paragraphs 30, 54, 97, 101, 109, 138, 145)
- Improving the presentation of pupils' work in some subject areas. (Paragraphs 97, 101, 138, 145)
- Extending the very good systems for the assessment of pupils' work in English, mathematics and science to other areas of the curriculum. (Paragraphs 30, 55, 127, 134, 138, 145, 151, 158, 164, 170)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	63	20	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	126
Number of full-time pupils eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	5	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	20	20	22
Percentage of pupils at NC level 2 or above	School	92 (84)	92 (63)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	20	21	20
Percentage of pupils at NC level 2 or above	School	91 (84)	96 (100)	91 (100)
	National	84 (82)	88 (86)	88 (87)

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

Separate numbers of boys and girls are omitted as numbers in some cases are too small to be statistically reliable

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	4	7	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	10	10
Percentage of pupils at NC level 4 or above	School	91 (88)	91 (88)	91 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	7	10	10
Percentage of pupils at NC level 4 or above	School	73 (76)	91 (88)	91 (100)
	National	70 (68)	72 (69)	79 (75)

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

Separate numbers of boys and girls are omitted as numbers in some cases are too small to be statistically reliable

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	125
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	18
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	60

Financial information

Financial year	1999
	£
Total income	276,386
Total expenditure	271,213
Expenditure per pupil	2,136
Balance brought forward from previous year	8,722
Balance carried forward to next year	13,895

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	90
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	5	0	0
My child is making good progress in school.	30	40	5	10	15
Behaviour in the school is good.	40	45	10	0	5
My child gets the right amount of work to do at home.	25	60	5	0	10
The teaching is good.	50	35	0	5	10
I am kept well informed about how my child is getting on.	55	35	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	25	55	10	0	10
The school expects my child to work hard and achieve his or her best.	20	65	10	0	5
The school works closely with parents.	45	45	0	5	5
The school is well led and managed.	45	45	0	5	5
The school is helping my child become mature and responsible.	35	55	0	0	10
The school provides an interesting range of activities outside lessons.	15	15	35	15	20

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

72. Children in the Foundation Stage are taught in the Reception class. They are admitted to school at the beginning of the school year in which they will be five. At the time of the inspection, there were 15 children under five. A further four children were aged five. One child in the class has a statement of special educational need. There are no children with English as an additional language.
73. Early assessment on entry to the Reception class indicates that attainment is average. Girls outperform boys in all areas and are slightly above average in language and early reading. In personal and social development, attainment is below average when children first start school.
74. Most children have good speaking skills. They make sound gains in learning so that by the time they enter Year 1, most achieve the Early Learning Goals in all areas of learning with a few doing even better. Some higher attaining pupils do not achieve as well as they should because the work is too easy. Standards achieved are similar to the previous inspection and the key issues in the last inspection have been addressed to some extent. However, further improvement is still needed in the quality of more challenging resources. In addition, there is still a need for more timetabled opportunities for outdoor play.
75. The effective provision for children with special educational needs enables such children to participate fully and make good gains in their learning, given their prior attainment levels.
76. The Reception class provides a calm and secure environment and children enjoy coming to school. Effective planning and clear learning objectives matched to the Early Learning Goals, ensure that a range of interesting activities is provided. This provision meets the needs of most children. Sometimes the tasks set are too easy for the children. All the adults are clear about what children are to learn and are most skilful in helping the children or allowing them to tackle tasks themselves.
77. The accommodation is limited but is organised efficiently to provide an interesting and exciting classroom. The teacher and support staff work well together as a team, helping children to make sound progress.
78. A carefully structured introduction to school establishes good links with parents and ensures a smooth transition from home to school.
79. Observations of the children and comments on their work provide satisfactory, but not complete, records of progress. The newly qualified teacher has plans to extend the system of record keeping to provide additional and necessary information on the skills and knowledge that children acquire.

PERSONAL AND SOCIAL DEVELOPMENT

80. Provision for children's personal and social development is good. Although many have below average skills when they start school, they make good progress and achieve the Early Learning Goals by the end of the Foundation Stage. The adults emphasise the

importance of early personal and social skills. For example, children are encouraged to choose activities for themselves, select materials and share toys and resources. They quickly understand routines such as lining up and putting a hand up to answer questions. Most children concentrate and persevere well when working. They share and play co-operatively, for example in the shop, 'Trinity Stores', and when sharing playdough. They are able to use the toilet and wash their hands sensibly. Sensitive teaching encourages them to show an awareness of others and concern for each other.

81. The quality of teaching in this area of learning is good, enabling children to make good progress in their learning. Expectations of how children should behave towards each other are constantly reinforced and adults provide good role models for the children. They are encouraged to be independent by, for example, hanging up coats, collecting aprons for art work and putting away equipment. Praise is used well to encourage confidence and self-esteem. This good teaching ensures that children learn to work, play and co-operate well with other children, as well as take responsibility from an early age.

COMMUNICATION, LANGUAGE AND LITERACY

82. The teaching of this area of learning is satisfactory. As a result, most children make sound progress in acquiring and developing skills in speaking and listening and early literacy skills and attain the Early Learning Goals by the time they enter Year 1. A few higher attaining children exceed these goals in reading and speaking skills. Many children are articulate and confidently engage in discussion with adults and each other. Listening skills for a significant minority are still being developed. Most children do listen attentively to their teachers and one another and enjoy listening to stories and rhymes. They discuss their ideas freely and enthusiastically as they make 'clay' cakes for their shop and decorate 'shoes' with collage materials following the story of 'The Elves and The Shoemaker'. They are confident when repeating back their work or relating experiences from home or in school. Children's language skills are well promoted through role-play, particularly when using the shop. Children handle books carefully, turn pages correctly and many are happy to 'read' a story to themselves or to an adult using the picture cues in their book. The good use of a commercial early phonics scheme is developing a good awareness of phonics and higher attaining children identify many letters of the alphabet by sound and are able to build simple three letter words. A good proportion identify the initial sounds to a word. Children take books home to share with their parents and all enjoy stories and reading. Parents are closely involved through the well-maintained home/school reading diary. Most children form letters of the alphabet with reasonable accuracy and all but three children write their name independently using upper and lower case letters. The organisation of the role-play area enables early writing skills to be practised through shopping lists, telephone messages and labels and prices on items in the shop. In a good lesson introducing children to early letter writing skills, children wrote postcards, talked about 'thank you' letters and saving stamps for 'Blue Peter' appeals. Higher attaining children wrote a sentence independently following the teacher's modelled writing. Not all children were sure about spaces between words, but they understood that names begin with capital letters. Most children by the end of the lesson, had a good understanding of the purposes for letter writing, having 'written' back to Barnaby Bear in response to his letter to the class.

MATHEMATICS

83. Provision for mathematical development is satisfactory. As a result, children make satisfactory progress and the majority attain the expected Early Learning Goals for this area of development by the time they leave the Reception class. Most children count to ten and higher attaining children count to 20 and beyond with confidence. When playing in the shop, they handle coins confidently and many recognise 1p, 2p and 5p coins. Higher attaining children could give change from 5p in this role-play. Most understand 'one more than' and 'one less than' and are able to add together two digits. They practise sequencing and pattern making through painting activities and bead threading and are able to sort and match objects through a wide variety of activities. Many children know the names of common two-dimensional shapes such as 'square', 'triangle' and 'circle' and most have some understanding of sets of objects. A few high attaining children are able to indicate how many there are altogether, for example if 19 children should be present and one is away, then how many are present. Children are introduced to a good range of mathematical language which contributes effectively to literacy development. Satisfactory teaching provides a range of practical experiences using sand, water and free choice activities to reinforce early skills and extend learning effectively.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

84. Children's knowledge and understanding of the world are developing appropriately and they attain levels that are similar to other children of their age with some higher attaining children exceeding these levels. Well-structured opportunities are provided for children to develop technological skills through their use of large and small construction apparatus. Through traditional tales and rhymes, they explore old shopkeepers and street sellers, for example 'Simple Simon' and 'The Elves and the Shoemaker'. They look at paintings of street sellers in Victorian times and also homes of the past, talking about the old cooking range and fireplaces. Children visit the local shop and compare this with the supermarket and their class shop. Opportunities are provided for children to investigate change. For example, they cook biscuits, observing changes in the materials when they are cooked. They enjoy exploring clay and dough, using a range of tools to roll, shape, stretch and mould. Visitors to school such as the health visitor and nurse, extend their knowledge and understanding of people who help them. Visits to places of interest such as Westonbirt Arboretum and a local farm contribute well to the children's understanding of the wider world. Headphones and tape recorders are used confidently to listen to stories and rhymes. At present, there is a lack of opportunity for early computer skills to develop due to problems with workable hardware. Scientific knowledge is extended well by such activities as 'designing and making waterproof hats', which are then tested to find the best designs.
85. Children learn about festivals in the Christian faith as well as celebrations such as bonfire night and birthdays. For example they make Christingles for a Christingle Service and pastel drawings of firework displays. Children make satisfactory gains in their learning as a result of sound teaching and a clear focus for learning.

PHYSICAL DEVELOPMENT

86. The children's skills are average on entry to school. They make steady progress during their time in the Foundation Stage so that by the time they enter Year 1, most have attained the Early Learning Goals in this area. Children run, skip and jump confidently. They have access to an outside play area but there is limited opportunity to develop physical skills and as a result, too few opportunities are provided to use large-wheeled

toys and to play co-operatively. Children have use of the main hall for physical education where they develop skills such as travelling, rolling, stopping on a given command and making various shapes with their body. Here they are learning to use space effectively, to control their bodies and respond to instructions. Most children show appropriate levels of co-ordination and balance. Fine motor skills are developing effectively through good opportunities for handling a range of tools such as scissors, pencils and crayons and paint brushes. They make steady progress in the skills of cutting, gluing, drawing, painting and writing. A significant proportion demonstrate a good level of competence when using scissors. Teaching of physical skills is sound, but not enough importance is given to outdoor play provision. More time is required within the weekly timetable to be devoted to this area as well as a more structured approach to the skills children will be developing in the increased time available.

CREATIVE DEVELOPMENT

87. Children's creative and artistic skills are developing satisfactorily and they attain standards which are typical for their age. The range of media available for creative artwork is limited with children's experiences being mainly through paint, pastels, crayon, clay and a little collage work. As a result, the amount of progress children make in their learning in this area is also more limited. In the lesson using clay, children looked at and then discussed different real cakes and decided upon two or three they would like to make. They persevered well, in spite of being given too much clay to work, which some found difficult. They used appropriate tools to make designs when they had moulded their cake shapes.
88. Children paint self portraits in paintings of their family, paint leaves in autumn shades, crayon butterflies and make 'wooden spoon dolls' linked to the history of nursery rhymes topic. They select various resources to decorate a cut out shoe as part of this work. Few opportunities are provided for colour mixing. The range of musical experience offered is limited. More challenging tasks are needed to enable children to develop a wide repertoire of songs and rhymes and to explore percussion instruments to accompany their singing. Better preparation for music sessions will help children to learn the words and tunes more accurately. Resources for learning in this area are satisfactory overall, but their free use by children is restricted by their limited access owing to the layout and constraints of the room.

ENGLISH

89. At the time of the previous inspection, standards were judged to be in line with national standards at both key stages and pupils made sound progress. Attainment in reading and speaking and listening was above average, but writing was not extended and pupils did not make use of redrafting and editing skills to improve their work. A key issue at this time was the lack of a scheme of work in this important subject.
90. Since then, the National Literacy Strategy has been successfully implemented which has resulted in a much more focused approach by teachers to the teaching of English. This now forms the scheme of work, supported by the recently introduced national guidelines from which a scheme of work for speaking and listening has been developed. The development of the good scheme of work has fully addressed the key issue in the previous report. High quality resources have been developed alongside the National Literacy Strategy extending the quality and range of books, particularly for shared and guided reading. A small, but well organised library has been carefully classified to provide a simplified Dewey System of cataloguing. Although too small for a class of pupils to work there, it is regularly used by pupils and small groups for research

purposes and to change books. Teachers are confident and well equipped to teach the literacy strategy. Planning has been improved and this is now very good.

91. Good assessment strategies are in place and considerable analysis is now undertaken of all assessment information which is used very well to inform teaching and learning. Other initiatives such as booster classes and additional literacy support target specific pupils as a result of the analysis of assessment information and pupil tracking. Personal and school target setting have also been introduced. There has been some monitoring of teaching as well as other forms of monitoring. All these initiatives have contributed to the good level of improvement seen in English.
92. Standards in English are now above average by the age of seven and well above average by the age of eleven. Results of the 2000 national tests shows that standards at the age of eleven are well above average when compared with similar schools and well above the national average. Test results have risen over the past four years at a broadly similar rate to the national trend. There has been a significant improvement in boys' reading and writing at Key Stage 2. Inspection findings reflect all these test results.
93. When pupils enter the school, many have good speaking skills. Reading and writing skills as well as listening skills are broadly average. Effective teaching helps all pupils, including those with special educational needs, to make good progress in their learning across the school and achieve well so that by the age of eleven, standards are well above average. In the main, girls' attainment exceeds that of boys' although targeting of boys, as a result of the analysis of information, has resulted in a significant improvement in boys' reading and writing at the age of eleven.
94. Pupils listen attentively to teachers and follow instructions without fuss. Pupils of all ages are eager to join in discussions. Many are articulate and make good contributions in response to questioning or in discussion. The good opportunities provided for speaking and listening, for example, through the effective use of plenary sessions at the end of the literacy hour, develop pupils' confidence in speaking aloud and encourages them to use a wider vocabulary. This was seen in a Year 5/6 lesson, where pupils identified meanings of the vocabulary used by Dickens in 'A Christmas Carol' and then explained changes in meanings over time, for certain vocabulary. Explanations were thoughtful and clear and pupils showed a good understanding of old fashioned vocabulary such as 'comforter', 'shillings', 'quill pen' and 'workshop'. They are able to engage in extended conversations from an early age and good opportunities enable these skills to develop well. Other occasions for speaking aloud occur through assemblies, productions and also within the literacy hour through debates, discussions and interviews.
95. Pupils make good progress throughout the school to attain well above average standards in reading by the age of eleven. Average and above average pupils read avidly and above average readers, in particular, read fluently and with very good expression. They are able to use inference, for example when reading Harry Potter and the 'Goblet of Fire'. An able reader discussed the implications in the meaning of some phrases and the effect of phrases for example, 'vampires love the frightening effect of the vampire's words'. Some average pupils also make good use of inference and deduction in their reading. Below average pupils have a good grasp of letter sounds and this helps them to tackle unknown words. They are able to build on frequently used words and confidently attempt more complex vocabulary. They have a good understanding of character, plot and the main themes and events in a story, but higher reading skills are less apparent. All pupils are happy to discuss their reading, indicating

favourite authors and expressing reading preferences. Pupils have a secure knowledge of the library and research skills and use these well in school.

96. Reading diaries are well maintained with constructive comments from teachers which help their pupils to improve. Regular book reviews involve pupils in prediction as well as expressing their preferences. Pupils with special educational needs are well supported within classes and make good progress towards targets set in their individual education plans, although their skills are relatively weak and this impacts on their learning in other subjects where reading is required.
97. Writing is above average by the age of seven. Pupils write for a range of purposes and higher attaining pupils use adjectives well to enhance poetry and descriptive writing. They write in joined handwriting and use punctuation well, including speech marks and commas within sentences. The good progress continues throughout Key Stage 2 and by the age of eleven, pupils have a very good knowledge of grammar and punctuation. They write for an increasing range of purposes, with evidence of extended story writing and factual accounts. Most pupils write in a fluent joined style, but the presentation of work is inconsistent and there is room for considerable improvement in both key stages. Pupils have a good understanding of the different forms of writing. The pupils effectively focus on poetry. For example, when Year 6 pupils studied poems in the style of the poem 'Sir Winter', illustrating a good understanding of personification. 'From a 21st Century Window', written in the style of 'From a Railway Carriage' by Robert Louis Stevenson, the good use of editing skills was highlighted. Non-fiction writing to present an argument results in thoughtful and well presented writing, particularly by the more able writers as they write letters to the editor of the local paper about the Badminton horse trials. Writing is used well to support topics and other subjects of the curriculum. For example, pupils had written sensitive wartime accounts of the Blitz, instructions for building an Anderson shelter and wartime recipes. Work on the Vikings involved pupils in newspaper reports and research. Pupils had created glossaries of Viking terms. The lack of workable hardware has prevented the use of information and communication technology to support English, but plans are now in hand for this to be reinstated. In some classes, a minority of pupils work carelessly with spelling errors and a lack of pride in their presentation. Marking is not always sharply focused to address such careless errors.
98. Pupils with special educational needs are well supported and in spite of their difficulties, make good progress towards their targets in individual education plans. In both key stages, they make good progress although skills are relatively weak. Work is carefully matched to their needs and in-class support enables them to improve their skills.
99. Throughout the school, pupils enjoy work in English lessons. They respond with enthusiasm and are keen to learn and succeed. Behaviour and attitudes to learning are very good. Many pupils work with sustained effort and concentration. They work well together in groups and are helpful towards each other. Pupils are involved in checking each other's work in some of their writing, which is helping them to look critically at how work can be improved.
100. The quality of teaching is good, with very good teaching of the oldest pupils. This is clearly reflected in the quality of pupils' learning. Pupils are inspired and challenged by the very good teaching. Lessons proceed at a good pace and interesting tasks motivate pupils well. Most teachers have high expectations to which pupils respond well. Well targeted questioning extends pupils' thinking very well, leading to extended conversations. There was no unsatisfactory teaching observed, but occasionally, expectations are not high enough in writing and presentation of work. In addition,

explanations are not always clear enough, which leads to confusion and a lack of confidence as seen in a lesson on similes in Key Stage 2.

101. Very good subject co-ordination is a contributory factor to the improving standards in English. The co-ordinator has good expertise and uses this well to support colleagues. She sets a good example through her own teaching. Detailed assessment strategies are securely in place and used well. Careful and thorough analysis of tests and other information is used very well to identify strengths and weaknesses and to set targets for literacy for individual pupils, in addition to year group targets. Teaching and planning are well informed as a result of good assessment analysis. Individual pupil tracking and the setting of personal targets, which involve pupils and parents, are also contributing to improving standards. Pupils with special educational needs have detailed individual education plans with clear targets. These are followed carefully and result in well-planned work and effective teaching and learning. Monitoring of planning and some lesson observations have been undertaken by the co-ordinator. Monitoring of teaching would benefit now from a more critical evaluation by the senior management team in order to raise standards even further. The standard of marking in English is inconsistent. The more effective marking provides helpful and constructive comments which help pupils to improve their work. Sometimes superficial marking is not sharply focused and ignores careless errors of spelling and untidy presentation. More reference to targets within marking would remind pupils of where improvement is needed. There is a good focus on language across the curriculum and extended writing is evident in some subjects. Resources for literacy are good enhancing pupils' learning. A writing club provides an opportunity during lunchtime for pupils to practise and extend these skills. Learning is further enhanced by the good use of visits such as the theatre visit to Bristol.

MATHEMATICS

102. The Year 2000 national test results for eleven-year-olds show that the proportion of pupils attaining national standards is well above the proportion that do so nationally. The proportion of pupils who attain standards that exceed national standards is similar to the national proportion. When compared with results of schools with pupils from similar backgrounds, this school's results are well above average. Trends in results for the last three years show that eleven-year-old pupils' standards have risen consistently. Inspection findings shows that the present Year 6 are again likely to attain standards that are well above national standards.
103. The Year 2000 national test results for seven-year-olds show that the proportion of pupils who attain national standards for pupils of that age are above the proportion that do so nationally. Similarly, the proportion who exceed the national standards is also above the proportion who do so across the country. When this school's results are compared with the results of schools with pupils from similar backgrounds, this school's results are well above average. Trends in results over the last three years show quite clearly that the standards of pupils aged seven have risen during that time. Inspection evidence indicates that pupils in the current Year 2 are likely to attain similar standards to those attained last year which are above the national standards.
104. The rising standards of both seven- and eleven-year-old pupils, as well as the good progress made by all pupils, including those with special education needs in both key stages, is attributable to a variety of factors. Firstly, the successful implementation of the National Numeracy Strategy and the impact it is now having. Secondly, a rise in the quality of the teaching of the subject, since the last inspection. Finally, the influence of the very good mathematics co-ordinator in helping and supporting her colleagues by

arranging good quality in-service training for them and in selecting a good supply of high quality resources to assist her colleagues' teaching and pupils' learning.

105. As a result of the good progress pupils make in their learning in Years 1 and 2, most pupils by the age of seven understand place value in numbers up to 100 and mentally recall addition and subtraction facts to ten and, for many pupils, up to 20. They can identify and use simple fractions. Many recognise and can name two-dimensional shapes, but their knowledge of three-dimensional shapes is more limited. Furthermore, approximately half the pupils have a secure knowledge of place value in hundreds, tens and units. Their mental recall of the five and ten times tables is good. They use an increasingly wide vocabulary of mathematical terms in the correct context.
106. Similarly, the good progress made in Years 3, 4, 5 and 6 means that by the age of eleven, many pupils are competent with long multiplication and division and have a good understanding of place value up to one million. They are familiar with the names of various angles and are able to convert vulgar fractions into decimals and percentages. They calculate areas of irregular shapes and are confident in the multiplication of decimals, the use of approximation and of co-ordinates. Discussions with pupils at the end of both key stages show that their knowledge and understanding of the number element of mathematics is particularly well developed.
107. The quality of teaching is good. When good and very good teaching occurs, lessons start at a brisk pace usually with some form of mental arithmetic. This is quickly followed by work that is appropriately matched to pupils' prior attainment levels. This was seen in a very good Year 1 lesson where following a quick fire mental arithmetic session where pupils were required to use their number skills in order to consolidate their knowledge of number bonds to ten, they were well taught in the concepts of 'larger than' and 'shorter than'. In addition, they were also taught the concept of measuring an object using non-standard measures, for example, was the cut out 'fish' longer or shorter than an individual pupil's hand? This moved quickly on to group work where higher attaining pupils were asked to use non-standard measures and estimation of particular objects whilst average attaining pupils did a similar exercise without the estimation element. At the same time, the lower attaining pupils, most ably supported by a classroom assistant, worked on the 'longer/shorter than' concept with various lengths of plastic cubes. All groups worked well and were challenged by the work set. At the end of the lesson, the teacher asked all groups what they had done in order to consolidate pupils' learning. This very good teaching ensured that all groups of pupils made very good progress in their understanding of the concepts of 'longer than' and 'shorter than', as well as in the use of non-standard measures.
108. Good teaching also has a positive impact on pupils' behaviour and hence the amount of learning that takes place. The above lesson shows how well motivated pupils with appropriate work persevere, work hard and co-operate well together in group work. Pupils throughout the school enjoy the subject and are most keen to learn. They take care of the resources available to help them and are most willing to share and take turns when using them.
109. The school has successfully adopted strategies associated with the National Numeracy Strategy. Teachers explain things well and give clear instructions. They manage their pupils well, encouraging them to ask questions and to share their ideas in discussions. They use praise effectively to encourage positive attitudes and work habits. They encourage pupils to explain their mathematical thinking and place an appropriate emphasis on the development of mental mathematics. They use ends of sessions well to consolidate and assess pupils' learning. Teachers use assessment, both formal and

informal, very effectively. Teachers mark pupils' work regularly and most make encouraging comments in pupils' books. On occasions, more diagnostic comments are needed in order to help pupils see clearly what they need to do to continue to improve. Teachers keep very good records in their monitoring of pupils' progress. Homework is used effectively by teachers to reinforce the work that is ongoing in the classroom.

110. The co-ordinator has a commitment to the raising of standards of pupils of all prior attainment levels. She monitors aspects of the subject, including teachers' planning, pupils' completed work and classroom teaching. She scrutinises assessment test results and uses the results of her analysis to build a view of the subject's strengths and weaknesses. Good support is provided to teachers and, where appropriate, suggestions are made for improvement. Learning resources are good and teachers use them most effectively. Good assessment procedures are in place with regular testing of pupils to inform teachers of their progress. The lack of computer hardware in particular, has meant that the use of information and communication technology in mathematics is not well developed.
111. Since the previous inspection, the school has made very good progress in the development of the subject. The National Numeracy Strategy is now in place, pupils' standards at the end of both key stages have risen and the quality of teaching has improved overall. In addition, all the requirements of the National Curriculum are being met.

SCIENCE

112. The school's previous inspection found overall standards to be in line with those expected nationally. Current inspection evidence shows a much more positive picture. Standards have risen significantly in both key stages and are now above national average at the end of both Year 2 and Year 6. These improvements are reflected in the teacher assessments in Key Stage 1 and the National Curriculum Test results in Key Stage 2, which have risen steadily over the past three years. The school has worked hard in this area of the curriculum and this has had an effective impact on standards.
113. The results of the 2000 National Curriculum Tests for Key Stage 2 show that the percentage of pupils reaching national standards by the age of eleven was above the national average and broadly in line with those from similar schools. The proportion of pupils exceeding the national standard was broadly in line with the national average and slightly below those from similar schools. In the 2000 teacher assessments at the end of Key Stage 1, the percentage of pupils reaching national standards or above was also above the national average and broadly in line with the results from similar schools. The proportion of pupils exceeding the national standard was above the national average and broadly in line with those from similar schools. The performance of boys and girls was similar at both key stages. Average scores in national assessments show a pleasing rise in standards at the end of both key stages.
114. In Years 1 and 2, the pupils are beginning to use scientific vocabulary with increasing confidence and understanding and to make progress in their investigative skills. For example, they investigate the properties of a range of materials using their senses to describe the properties. Pupils know that a lorry and a truck make sounds and that these are caused by vibrations. Most know that some materials are 'transparent' when we can see through them and 'opaque' when we cannot, and are able to record their findings in pictures, diagrams and writing. Year 2 pupils are able to describe the forces that were being used on playground equipment, in terms of pushing and pulling, and are

able to suggest various ways in which an object can be slowed down. They also know that eating the right type of food is necessary for healthy living. In Years 1 and 2, pupils' written work shows a secure understanding of the basic conditions for survival of animals and plants, but not much higher level work on life processes and living things. Practical work is good for the age group. In one lesson observed on the need to control forces for safety reasons, for example, the Year 2 pupils handled a large range of materials such as toy cars, sand, bricks, fabric and wood sensibly and carefully as they carried out their investigations. Subsequent written accounts were well illustrated with neatly labelled diagrams. Sensible attitudes on the part of the pupils and well-planned teaching combine to ensure that good progress is made in Key Stage 1 by all pupils, including those with special educational needs.

115. In Years 3 and 4, teachers build soundly on the good foundation of skills and knowledge achieved by the end of Year 2. This continues through Years 5 and 6 where the ability to hypothesise, reason and explain develops effectively. These older children continue to develop an understanding of 'fair testing' and can explain that only one variable at a time can be changed. They know that tests need to be repeated to ensure reliability and can explain why. In pupils' books, there is evidence of the systematic teaching and conduct of scientific investigations and standards are high in this area in terms of making scientific predictions, devising fair tests and recording and interpreting their results. Work in exercise books is thorough and the pupils support their findings appropriately with tables and graphic representations, but this work, however, is not consistently well presented. Many pupils' explanations indicate a secure understanding of the concepts involved, for example, when asked to explain what the problems may be when a bulb will not light in an electrical circuit. Pupils with special educational needs make good progress in both key stages as the work is well matched to their needs. Pupils' response to science is enthusiastic. They respond positively to clear targets. Their very good behaviour and relationships enhance the work on investigations where pupils in pairs or small groups work well together. They listen carefully, contribute responses where appropriate and support each other positively.
116. The quality of teaching in both key stages is good. The sessions seen were well prepared, clearly explained and provided an effective combination of practical work, discussion and writing. Work on electrical circuits in Years 4 and 5 allowed pupils' understanding to be effectively and logically developed through hands-on experience and skilled questioning. The best teaching is exciting and reflects good subject knowledge, high expectations that are explained clearly to pupils and work suitable for the mixed age classes. The teachers' knowledge of science is generally good. The structure of classes helps teachers match work well to the needs of nearly all the pupils. However, on occasions, not enough attention is given to ensuring that the needs of higher attaining pupils are fully met or that they are moved on to more challenging work quickly enough. Teachers throughout the school make particularly good use of pupils' literacy skills and, in Key Stage 2, numeracy skills are developed well. Pupils are managed well and suitable resources are usually readily available. Marking does not always help pupils to understand how they can improve and, too often, comments relate only to spelling or punctuation and ignore the scientific content.
117. The pupils follow a broad and balanced curriculum which helps to ensure a good balance between the development of pupils' knowledge and skills. Planning is good, with much attention given to clear objectives for the lessons and what the pupils will know by the end. Assessment is good and used effectively to help the teachers plan for the range of pupils' attainment in their class. Science makes a good contribution to pupils' spiritual, moral, social and cultural development. In particular, pupils are led through investigations so that they experience the excitement of finding out for themselves and

they have to develop the social skills of working co-operatively and supporting each other. The recent lack of good computer hardware means that information and communication technology is not used well to support learning in science.

118. The co-ordinator leads the subject very well and it is through his hard work, and the high quality teamwork of the staff, that such an improvement has been managed. National Curriculum results have been analysed thoroughly in relation to pupils' performance in the different attainment targets and the school has set targets to raise standards, which are being achieved. This has clearly demonstrated the school's capacity for improvement.
119. Some monitoring of the subject has been done by the co-ordinator such as observing lessons, checking, planning and scrutinising pupils' work to assist teachers with their assessments. Pupils' progress is carefully recorded in individual pupil profiles. The quality and quantity of resources are good and they are used well.

ART AND DESIGN

120. The levels pupils attain in art and design are similar to nationally expected levels by the age of seven and above those levels by the age of eleven. Although standards in Key Stage 1 are not as high as in the previous inspection, there has been a complete change of staff since that time, to one of new or recently qualified teachers, some of whom have not yet developed the confidence or experience in developing the range of skills and techniques in the subject. Nevertheless, pupils make satisfactory gains in learning. In Key Stage 2, standards are similar to the previous inspection and pupils' good progress has been maintained. Pupils with special educational needs make similar progress to others in the class given their prior attainment levels.
121. Pupils in Years 1 and 2 use a range of media including pastels and charcoal to create tones of white, grey and black. However, there are too few opportunities for them to mix paints and achieve the effect of colour and shading. Drawing skills are not taught in a systematic way, particularly to the youngest children. In Year 2, pupils focus on 'relationships' to draw a group composition. Higher attaining pupils draw figures in proportion and with attention to detail, but others lack detail such as hands, feet and facial features. They make lamps for Diwali, using clay. Whilst these are satisfactory, pupils are not consistently taught skills in clay and other three-dimensional work and as a result, progress is limited.
122. In Years 3, 4, 5 and 6, pupils build well on their limited earlier skills in drawing, painting and the use of clay. The school has benefited from a visiting artist who focused on 'portraying relationships' and this has resulted in good examples of portraits, figure drawing and group composition in Year 3. Many pupils draw in proportion with an appreciation of shape and pose, often combining more than one drawing medium such as charcoal and pencil. Similarly, there are good examples of observational drawings and models of Victorian toys. In Years 4 and 5, pupils draw different kinds of seats from observation, with many showing careful attention to detail. From these are created three-dimensional models of chairs, linked to design and technology, using skills already learnt. By the time they are eleven, many pupils draw confidently using a range of media. Pastel drawings of the Blitz and careful observational drawings of different kinds of lights show an increasing knowledge, skill and understanding in the use of a range of media and drawing techniques.
123. There are good examples of art work displayed about the school. Clay tiles made in Years 5 and 6 show clear skill progression from those made by younger pupils. Such

tiles are well made with attractive designs. Examples of art in the portfolios illustrate an emphasis on other cultures with patterns based on Aboriginal paintings. The local environment is represented in patterns based on natural objects such as leaves.

124. Teaching is satisfactory in Years 1 and 2. In the rest of the school it is good, and where subject knowledge is particularly secure, it is often very good. In the best practice, for example in Year 3, activities are provided which challenge all pupils and ensure skills are developed well, whilst allowing pupils to be creative in expressing their own ideas. Teachers are clear about what it is that they want pupils to learn. They make good use of the work of other artists when providing examples. For instance in Year 3, the teacher stressed the importance of figures being the main part of the picture, using terms such as 'foreground', 'background' and 'setting' when pupils observed a series of paintings of figures including 'By the Sea'. In good teaching, constructive advice helps pupils to refine their skills and improve their work. In the satisfactory teaching, a suitable range of activities is provided but the teaching of skills using a variety of materials and techniques is not consistent. Some teachers lack the necessary subject knowledge and experience to develop pupils' work to a high standard. At present, information and communication technology is not being used to develop skills in art work. Good use is made of sketchbooks by some teachers to enable pupils to experiment and explore techniques, but in other classes, they are not used sufficiently to practise and refine skills.
125. Pupils' attitudes are positive. They work with enthusiasm and enjoyment, concentrating and persevering well in most cases. They share ideas readily and are helpful towards each other. The majority has a confident approach to their work. They work together well, sharing resources. Many explain ideas clearly using artistic vocabulary such as 'texture', 'shading' and 'shadow' with understanding.
126. The co-ordinator provides good leadership in the subject, setting a good example through her own teaching. She monitors planning and has had some opportunity to work alongside other teachers. The recent introduction of national guidelines for art has been well received. A three-year rolling programme, much linked to topic work, provides a framework for the systematic development of skills, knowledge and understanding. However, this is not yet fully implemented.
127. There have been limited opportunities to monitor teaching and learning. The previous inspection identified the need to develop procedures for the assessment of pupils' work. This has yet to be addressed. The co-ordinator maintains a photographic record of work undertaken, but this is limited in terms of the classes represented. There is no school portfolio, which would be helpful, particularly to the inexperienced Key Stage 1 staff, in highlighting the range of experiences and progression in skills. The school makes good use of the local environment as a stimulus for art, such as observational drawings of buildings, and also visits to places such as Westonbirt Arboretum. Homework is used well in some classes to support learning and to involve parents in a practical way.

DESIGN AND TECHNOLOGY

128. Throughout the school, the levels pupils attain in design and technology are in line with the national age-related expectations. This includes the levels attained by pupils with special educational needs. Inspection findings broadly reflect those of the previous inspection. Throughout the school, there is a clear structure for planning, making and evaluation. This is understood and used by pupils as they develop and refine their ideas into a finished product. All groups make good progress with these aspects of design and technology.
129. In Years 1 and 2, pupils learn how a simple mechanism, such as a pivot or lever, can cause movement, leading up to working on a page of a pop-up book. Toys from history are studied to get ideas and to see levers in action. Opportunities for activities are often successfully linked in with other areas of the curriculum, such as science and history, to provide a more integrated topic approach.
130. In Key Stage 2, pupils experiment with designing freestanding structures. For example, pupils in Years 4 and 5 produced a collage of different chair styles before designing chairs for a real or imaginary character, made the model chairs with a variety of tools and materials and then evaluated how well the group had worked and how well the model turned out. A range of finished structures had been made. However, there are insufficient opportunities to produce work of greater quality, using finishing techniques to strengthen and improve the appearance of the product. Thoughtful and productive discussions show a clear understanding of what is required in the early stages of the planning process. They understand that their design ideas must be practical and achievable. At the end of the key stage, pupils produce details and labelled plans, noting ideas for the materials to use.
131. The quality of teaching and learning is satisfactory and teachers plan good lessons which fit well into the structured theme for the term. Teachers have satisfactory subject knowledge and make effective use of questioning to stimulate pupils' thinking about design. Teachers place appropriate emphasis on the safe use of tools during practical sessions. Satisfactory progress is made by all pupils, including those with special educational needs, across the key stages in differing methods of joining materials, selecting tools and resources, and in the process of designing a practical object for the purpose intended. Insufficient attention is paid to the process of evaluating designs either before making them or after the product is finished and teachers need to raise expectations of the quality of work that pupils can produce. Literacy and numeracy are both supported well in the development of technical vocabulary and measurement skills.
132. Pupils' responses to learning are good. They enjoyed designing and making the chairs. They find solving problems as they arise an enjoyable challenge. Their good behaviour and commitment in all parts of the school make for a happy working atmosphere in lessons.
133. Resources are stored centrally and used effectively. The construction kits have greatly enhanced the work on levers, pulleys and movement and the school has been successful in local competitions. Many pupils have these kits at home, which contributes significantly to their learning.
134. Management of the subject is good and the co-ordinator gives a strong lead. She has kept the subject at a high profile within the school and has ensured that progress has been maintained. She monitors all planning but has little opportunity to monitor pupils' work or assist with classroom practice. Pupils are assessed at the end of each year,

though this assessment is not yet used consistently. The scheme of work indicates good coverage of the Programmes of Study, but at present there is insufficient emphasis on textiles and control technology.

GEOGRAPHY

135. As a result of timetabling arrangements, it was only possible to see one lesson in the subject. However, after discussion with the subject co-ordinator, staff and pupils, and a scrutiny of planning and previous work, it is evident that the quality of pupils' work at the end of both key stages is in line with the nationally expected levels. This is a reflection of the findings of the last report. The majority of pupils, including those with special educational needs, are able to make satisfactory progress through the planned range of topics and themes, which are well supported by educational visits. Geography is taught through a cycle of topics that provide appropriate coverage of the themes and places identified in the National Curriculum. The planned curriculum is also well supported by a nationally approved scheme of work that fully addresses the development of geographical skills such as mapping. This is an improvement since the last inspection.
136. In Year 1, good use is made of the Katie Morag stories to compare two contrasting localities. Pupils study life on the isolated Scottish Island of Struay and contrast life there with their own lives in the area around Acton Turville. In other years, 'Barnaby Bear' and studies of seaside locations also help to achieve the same aim of helping to develop pupils' mapping skills as well as their understanding of how and why life is different in different locations. As a result, by the end of the key stage, most pupils have developed a satisfactory level of knowledge and understanding of their immediate world. This is extended in Key Stage 2 through topics which look at the wider world. Pupils study a village in India and use is made of topical news items to develop their geographical knowledge. River studies carried out by Year 5 pupils help to develop pupils' understanding of the 'Water Cycle' as well as develop their literacy skills by the use of correct geographical terminology such as 'spring', 'source' and 'meander'. In Years 5 and Year 6, mapping skills are well developed through the plotting and use of land utilisation maps and keys. Field study visits to places such as the Isle of Wight and Shrewsbury again help to develop pupils' sense of place. Good use is also made of the Badminton International Link developed out of the Comenius Project where, as a result of the school's links with schools in Corfu and the Czech Republic, pupils develop a wider understanding of life in other places around the world. By the time pupils leave the school, the majority have acquired a satisfactory depth of knowledge and understanding of geography.
137. Pupils enjoy geography. This was clearly evident in the good Year 1 lesson where the teacher skilfully questioned and assessed what her pupils had learnt in previous lessons about the fictitious Scottish island of Struay and how life on the island was different to their own lives. Pupils were keen to answer and had obviously enjoyed the work they had done. In the work that followed, pupils worked carefully on the task set, shared resources and talked knowledgeably to each other about their work. The good teaching in this lesson clearly motivated pupils and fired their enthusiasm for the subject. As a result, pupils made good progress in this lesson. However, due to the limited amount of direct teaching seen, it is not possible to make an overall judgement about the quality of teaching.
138. Resources have been recently enhanced by the purchase of good quality atlases and these are making a positive impact on the provision of the subject across the school. The scheme of work is supporting sound progress in learning through the school in the development of skills such as mapping. There is a need to clarify the role of the co-

ordinator so that he is able to check the progress and learning in the subject in a more systematic and rigorous way. In addition, a more consistent approach is needed to the marking and presentation of pupils' work which on occasions is insufficient and untidy. The school is aware of the need to develop assessment procedures to assess more accurately the attainment of its pupils and this is an area of development for the school.

HISTORY

139. Pupils' levels of attainment in history are above those expected of pupils aged both seven and eleven and have improved well since the time of the previous inspection. Planning and schemes of work are now good and comprehensive and, as a result, the development of pupils' skills and knowledge has improved. Teachers use a good variety of methods and strategies to encourage the skills of thought and deduction through direct learning. This focusses on the consideration of evidence, the study of source material and practical activities which are all incorporated in the teaching of the subject. The purpose of learning is usually made very clear to pupils, the pace of lessons is generally good and good planning is beginning to ensure the steady development of skills as pupils move through the school.
140. Pupils in Years 1 and 2 successfully distinguish between past and present and begin to develop a sense of chronology. They study the lives of famous people, such as Florence Nightingale, as well as important historical events such as the 'Great Fire of London'. Pupils from seven to eleven identify and date features in the past, evaluate evidence and begin to examine source material effectively. They study the Vikings, Ancient Greece and Britain since 1930 with interest and enthusiasm, aided by an imaginative use of the resources available. Throughout the school, pupils are able to absorb facts well and express an enthusiastic response both to the period under study and the people associated with it. This was shown in the topic books of Year 6 pupils, where pupils were examining aspects of World War II and comparing these with their own experiences. There is evidence of independent research skills being promoted well, using a range of sources. This was most noticeable in a Year 6 class where pupils were interviewing two visitors to the school who had experienced life in World War II. They took careful notes about the life of one of the visitors in particular, who had been an evacuee, and were enthralled to hear about rationing and the bombing of Bristol, particularly the area in which they had walked on a recent visit to the city. They looked at photographs of the bomb damage and compared the street then with the one they saw recently. Such good use of first-hand evidence and the development of pupils' enquiry skills helps all pupils, including those with special educational needs, to make good progress in their learning in both key stages.
141. The curriculum offered to pupils is good. It ensures a full and wide coverage of topics and learning goals and provides a stimulating variety of activities to support the teaching. Emphasis is firmly laid on helping pupils to think for themselves and on the careful use of first-hand and secondary source material, borrowed from the Bristol library and museum services, to aid this process. Work is planned to ensure that higher attaining pupils can extend their skills and knowledge by undertaking personal research and that pupils with special education needs are always involved and progress at an appropriate rate.
142. Teaching observed in both key stages was good overall and on occasions very good. Lessons are effectively planned. Teachers explain the purpose of lessons well and quickly build on what pupils have learnt. Question and answer techniques are used very effectively, both to extend pupils' learning and to help them to understand people and period with ease and interest. The management of pupils is nearly always very good

and has a significant impact on the quality of learning. It is clear that teachers are secure in their knowledge of the subject.

143. Such very good teaching was seen in a Year 2 lesson where pupils, as part of their topic on 'Toys', were asked to look closely at a print of Pieter Bruegel's painting 'Children's Games' painted originally in 1650. They were asked to compare the games with their own games. In groups, each group had to describe a particular game from the painting, mime it to their peers and draw up possible rules for the game. The teachers' high expectations ensured that pupils made very good progress in their observation skills, in their ability to notice differences between the past and present as well as being able to identify various ways in which the past is presented.
144. Pupils clearly enjoy the subject and, largely as a result of the good teaching they receive, are highly motivated by the subject and enthusiastic about the research elements of it. They handle artefacts with great care and willingly share their thoughts and opinions with one another.
145. The subject is well managed although the co-ordinator has little opportunity to monitor and evaluate his colleagues' teaching or work alongside them in order to provide appropriate support and guidance for the development of their teaching. An assessment system for the subject is now needed. Pupils' work is marked by teachers, but does not always give pupils sufficient guidance on how to improve their work. In addition, the presentation of some pupils' work is not always of the highest standard. Homework is used well by teachers to reinforce work being carried out in the classroom.
146. Pupils' personal development is well extended as pupils study the ways of life of other cultures in past times, as well as their beliefs and values and also learn to understand how the past has affected the present. Visits to sites of historical interest, such as Shrewsbury, help to enhance the curriculum. Resources in the form of historical artefacts are used very well. In addition, the school makes good use of the links, through the Comenius Project, with a school in Corfu and this has a significant impact on the pupils' study of Ancient Greece. An area for development is the use of information and communication technology to supplement the existing resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

147. One week before the inspection, the school was finally able to rely on its 13 RM computers and prepare them for use. The school has suffered greatly from unreliable advice and lack of technical support from outside agencies recently and this has severely limited the range of opportunities available to pupils. As a result, few pupils used computers during the inspection. Across the school, this means that pupils' levels of attainment are below nationally expected levels. Pupils, including those with special educational needs, have had too little chance on the computers over the past year to build on their initial experiences and progress to higher levels of computer applications that are now nationally expected.
148. A small number of pupils seen in both key stages used the mouse and keyboard confidently and enthusiastically. In Years 1 and 2, pupils were able to type, edit and print with a word processor program, and were using games programs effectively to develop their understanding of language. Younger pupils at Key Stage 1 achieved appropriate standards and made good progress in programming instructions and controlling the movement of a 'roamer'. By the end of the session, they had acquired a good knowledge and understanding of the function keys and could make the model complete

simple patterns as well as estimate the distance the model would travel forward, sideways and backwards when these functions had been programmed.

149. Some pupils in Key Stage 2, particularly in Years 5 and 6, have had the opportunity to work on the Comenius Project, an international project linking four local primary schools with schools in other European countries. This outside funding has enabled pupils to use laptops, scanners and the Publisher program to prepare material about the school to be put on a web site. Pupils use this time with great care and understanding under the expertise of a visiting teacher. They are aware of different drives and have good mouse control. They are able to import images from the scanner and adjust text on the screen with quite involved editing and desktop publishing. Pupils are also able to adjust images from the scanner to fit suitably on the page.
150. Pupils' attitudes to learning are good. After some initial hesitation, they develop confidence as they become more familiar with particular procedures. They are enthusiastic and confident in the use of the computer and have no hesitation in trying to rectify problems or find solutions by trial and error. They work well together and are happy to explore and try out different routes.
151. The quality of teaching was good in the few situations where direct teaching was observed. Teachers' planning indicates some good attempts to link the subject to other areas of the curriculum, particularly in the upper Key Stage 2, but there is insufficient evidence of the teaching of specific subject skills across the classes. There is insufficient use of assessment to inform teachers' planning of activities. Some staff demonstrate both confidence and expertise in teaching this subject, but the school recognises it as a priority to extend the whole staff's confidence and expertise. This will be possible now that all the computers are working, providing eight machines on two fully functional networks and three free-standing machines, including one in the library for research, all with Internet and E-mail capability. There is also a good range of CD-ROM material available for all age groups. This will enable a focus on progression in skills, as well as recognising pupils' experiences in the subject and building on higher order skills.
152. The newly appointed co-ordinator participates fully in local professional development opportunities and is familiar with the National Grid for learning. A comprehensive programme of staff development is in hand, leading to New Opportunities Fund assessment and training for all staff.

MUSIC

153. Pupils throughout the school attain the levels of attainment expected for their age and these attainment levels have been maintained since the previous inspection. Pupils enjoy music making activities. Whilst pupils, including those with special educational needs, make satisfactory progress, such progress is hampered by the limited expertise of some teachers who lack confidence in the subject. Tuition provided by a visiting specialist teacher enhances provision for a small number of pupils who are learning to play the violin in Key Stage 2.
154. Pupils in Years 1 and 2 sing well, with good control of pitch, dynamics and rhythm. They select percussion instruments to accompany their singing. However, skills in composition are unsatisfactory and opportunities to develop them are not consistently provided. They can chant and clap simple rhythm patterns and many read hymns and songs competently, for example in morning assemblies, making good use of literacy skills.

155. In Key Stage 2, pupils extend their repertoire of songs and continue to sing tunefully and enthusiastically. Good opportunities are provided to listen to and appraise a wide range of music with the exception of music from a wide variety of other cultures. Older pupils work in groups to create rhythm patterns to accompany a popular song of their choice. They work well together, but skills in composition are weak because they are not systematically developed as pupils move through the school. Compositions are recorded accurately using symbols and simple notation. However, the use of untuned percussion remains at a fairly basic level as the pupils are not sure of the names of all the percussion instruments being used. Older pupils make good use of the tape recorder to listen to their group performance, evaluate each other's work and identify how it could be improved. Pupils have an increasing musical vocabulary because teachers focus well on developing their knowledge and understanding of musical terms such as 'tempo' and 'dynamics'.
156. The quality of teaching and learning throughout the school is satisfactory. However, there are some weaknesses. Most teachers' knowledge is sufficient to teach basic musical skills and knowledge, but this lack of subject knowledge and confidence by some teachers has a detrimental effect on pupils' progress, particularly for the higher attaining pupils.
157. Pupils are managed well and in lessons, good use is made of resources. Hymn practice is a well managed event during which pupils listen attentively to music, are introduced to new songs and practise those they already know. Taped singing is used effectively to provide the accompaniment during assemblies.
158. The school has been well supported by outside agencies who have helped them produce a scheme of work based on their existing commercial scheme and incorporating the recent national guidelines. This provides a good structure for the development of music throughout the school. A criticism at the previous inspection of the lack of multicultural instruments has been remedied. Resource provision is now good and contributes effectively to pupils' learning. The local education authority has produced an assessment checklist which the school is trialling, but it is too early for this to have had an impact on teaching and learning. Although the co-ordinator does not have expertise in the subject, she endeavours to provide support where possible. She monitors planning for coverage of the scheme of work, but the monitoring of teaching is limited. In order to improve teaching and learning and raise standards there is a need for more guidance in the form of in-service training to help teachers gain the skills, knowledge and understanding and to develop greater confidence.

PHYSICAL EDUCATION

159. Pupils' progress, including those pupils with special educational needs, in physical education is satisfactory across both key stages and their attainment levels are in line with those expected for their age. In Years 1 and 2, pupils plan and perform simple sequences of movements well, they travel in different ways and different directions and play games confidently with balls or other equipment. They pay careful attention to safety when working with apparatus and when close to others. In dance, they learn to listen to music and respond to it sensitively in a sequence of movements. They show developing co-ordination and control in their movements and learn to warm up and cool down and understand what happens to their bodies during exercise. Progress and quality of learning are satisfactory in dance and gymnastics. However, a shortage of space in the small hall prevents more ambitious work. In Years 3, 4, 5 and 6, pupils are given opportunities to develop their skills in gymnastics and games. In one lesson, they

planned and performed an interesting sequence of balancing movements and evaluated their own and each other's performance. Pupils attend swimming sessions at Yate Leisure Centre on a rotating basis in Key Stage 2 and by the end of the key stage, all of them can swim at least 25 metres and some have personal survival skills.

160. The policy and developing scheme of work are very thorough and cover the main areas of planning, performing, evaluating, applying health, safety and fitness principles and working alone and with others. These are covered in the recommended activities of games, athletics, gymnastics, dance, swimming and outdoor adventurous activities.
161. Through discussions with teachers and pupils and a scrutiny of lesson plans, it is clear that these areas are all covered. Pupils realise that vigorous exercise, undertaken in the warm-up sessions, affects the body. By feeling their pulse and heartbeat, they understand that their circulation rates have increased.
162. Pupils enjoy physical education and concentrate well. They walk quietly into the hall, find space without fuss and work sensibly. All of them have an awareness of the safety of others in a confined space and this contributes to the quality of learning. Pupils show good attitudes and team spirit.
163. The teaching of physical education in the lessons observed was good in both key stages. Features of good teaching which play an important part in helping the quality of learning are a good level of expertise and clear instruction. Lessons were seen in both key stages where careful teaching to improve specific skills was matched to an accurate assessment of pupils' strengths and weaknesses. Teachers also made effective use of demonstration by pupils. Another strength was the thoughtful asking of open-ended questions, which encouraged pupils to evaluate the performance of themselves and others. The management of pupils is good.
164. Physical education makes a good contribution to pupils' moral and social development. In particular, they work well together. Extra-curricular provision has been generally improved since the last inspection by a greater involvement in inter-school sports matches and local sports festivals. For example, the South Gloucestershire Rounders Festival, where the school has achieved significant success, and a Saturday morning sports club for all ages run by a governor and parents. Teachers and pupils are always appropriately and smartly dressed for physical activity. The spaces available for outdoor games are good, particularly the playing field which is useable even during the wettest weather. The cramped space in the hall limits the range of learning opportunities that can take place in gymnastics and dance. The co-ordinator has a good understanding of his role and is able to give a strong lead. Some monitoring of lessons has taken place, but the development of the new scheme of work will enable a stronger focus on the progression of skills through the school and improve the assessment of pupils' work.

RELIGIOUS EDUCATION

165. Standards of attainment in religious education are high by the end of both key stages and exceed the expectations of the locally agreed syllabus. This is an improvement since the last inspection.

166. In Years 1 and 2, the youngest pupils know about the shepherds and the wise men and understand why Christmas and Diwali are such important celebrations. Older pupils develop a good understanding of Christianity and Judaism and make comparisons between these religions. They know that there are various places of worship for different religious groups and that Christians sometimes go to special places, such as churches, to pray and that Hindus worship in temples. They have a good understanding that there are special rules to follow when visiting the temples and know that the God Krishna is important to Hindus. By the end of the key stage, pupils are beginning to understand the significance of special books, such as the Bible, and recognise that we treat them differently from ordinary books. They write about their own special books.
167. In Years 3 and 4, pupils discuss knowledgeably the Ten Commandments and understand about other world religions as well as the celebrations of Easter, Shabbat and Pesach, and their importance to Christians and Jews. They know the importance of these festivals, how people celebrate and why. Older pupils know the significance of the Torah, the holy book of the Jews. They develop an understanding of roles and responsibilities. For example, pupils thoughtfully considered the rules they might have for their lives. Some recall previous work well and by the end of their time in the school, pupils show a satisfactory understanding of the richness and diversity of religion. Throughout the school, pupils are genuinely interested in and respect one another's views and most are sensitive to other people's feelings. All pupils, including those with special educational needs, make good progress.
168. Learning is good in both key stages. The scheme of work for religious education ensures that pupils revisit aspects of religion at ever more complex levels over their time in school. For example, in Key Stage 1, pupils learn about the Bible being a collection of books. By the time they are near the end of Key Stage 2 they are beginning to appreciate some of the difficulties in translating it into English. Lessons are based very firmly on the scheme of work. Lesson plans clearly identify what the pupils will learn and the wide range of strategies used helps to reinforce learning. For example, in Year 2, pupils made their own Christingles and made annotated drawings of them, explaining the symbolism of each part. They had also made and decorated their own Divas as part of the Divali festival. In Key Stage 2, very good use is made of resources, as was seen, for example, in a Year 3 lesson about the Hannukah festival, where the teacher showed the pupils Menorahs, a Torah and Hannukah cards.
169. Teaching is at least good and in some cases very good. The comprehensive and clear guidance of the scheme of work and the good range of resources available ensure that it is taught with confidence. Lessons are based on clear statements of what pupils will have learned by the end of the session and these are shared with the pupils at the beginning of the lesson. They are frequently reinforced throughout lessons. Teachers use a wide range of strategies in their religious education lessons. They often include periods of reflection and have a strong impact on pupils' spiritual, moral, social and cultural development. For example, teachers in the upper part of Key Stage 2 used their history Second World War topic to make Remembrance Day a strong focus for reflection with pupils annotating poppy petals with their sensitive thoughts about warfare. Teachers make lessons interesting through a combination of challenging work and an effective use of resources. The combination of interesting topics, appropriate and varied strategies and effective use of resources ensures that pupils are interested in religious education. They pay attention and behave well throughout the school. They show great interest in the topics they study and are keen to ask and answer questions.
170. The religious education curriculum is rooted firmly in the locally agreed syllabus. It

provides good coverage of all the elements required and fully meets statutory requirements. It provides pupils with a wide range of experiences and knowledge and understanding of religions and their impact upon the everyday lives of those who believe. However, the school is aware of the need to develop suitable assessment systems to monitor pupils' progress. Religious education makes a satisfactory contribution to the promotion of literacy skills through the school. Pupils are given opportunities to record their ideas and feelings and what they have learned. It makes a strong contribution to speaking and listening skills as pupils are given good opportunities to discuss issues and ask and answer questions. Religious education also has a positive impact on pupils' spiritual, moral, social and cultural development. It gives them opportunities to meet a range of people from the local community, to visit places of interest like local churches and the cathedrals in Bristol and to then reflect upon what is important to themselves and to others. There are strong links with the local clergy, who regularly visit the school, and the local church is used regularly for services and as a learning resource.

171. Religious education is a strength of the school. This is due largely to the effective leadership of the subject. The school has a clear commitment to maintaining the high standards of religious education and is well placed to do so.