

INSPECTION REPORT

ST STEPHEN'S CHURCH OF ENGLAND JUNIOR SCHOOL

Kingswood, Bristol

LEA area: South Gloucestershire

Unique reference number: 109167

Headteacher: Mr A Carey

Reporting inspector: Mrs Marina Gough
22361

Dates of inspection: 2nd - 5th October 2000

Inspection number: 224569

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Controlled
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Lansdown Road Kingswood Bristol
Postcode:	BS15 1XD
Telephone number:	01454 867175
Fax number:	01454 867176
Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend Ian Wills
Date of previous inspection:	January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Marina Gough 22361	Registered inspector	Art Design and technology Music English as an additional language Equal opportunities	What sort of school is it The school's results and achievements How well are pupils taught What should the school do to improve further
Bernard Harrington 16833	Lay inspector		Pupils' attitudes and personal development How good are the curricular and other opportunities offered to pupils How well does the school care for its pupils or students How well does the school work in partnership with parents
Sue Russam 10228	Team inspector	Science Physical education Provision for pupils with SEN	How good are the curricular and other opportunities offered to pupils
Margaret Forsman 8263	Team Inspector	Information technology Religious education	How good are the curricular and other opportunities offered to pupils How well does the school care for its pupils How well is the school led and managed
Iain Johnston 7983	Team Inspector	Mathematics	How well is the school led and managed
Robert Coupe 17543	Team Inspector	English Geography History	How good are the curricular and other opportunities offered to pupils

The inspection contractor was:

Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk CB8 0TU

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

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway

London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Kingswood, on the outskirts of Bristol, and most pupils come from the immediate area. There are currently three hundred pupils on roll between the ages of seven and eleven and numbers are set to rise in the near future. The school is voluntary controlled and has close links with the local church. Most pupils are of white ethnicity and two pupils have English as an additional language, but need no additional support. At present ninety-two pupils are on the school's special educational needs register, representing thirty-one per cent of the school population. Six pupils have statements, representing two per cent of the school population. The total percentage of pupils who have special educational needs is above the national average. Ten per cent of pupils are known to be eligible for free school meals. This figure is below the national average. Pupils' attainment on entry is below average.

HOW GOOD THE SCHOOL IS

The school is effective and enables pupils to make at least satisfactory progress in all subjects of the National Curriculum and religious education. However, although standards in English mathematics and science are gradually improving, pupils' attainment in science and mathematics is still below the national average. Pupils' attainment in English is average overall but writing is a relatively weaker area. Teaching is satisfactory throughout the school, and there are some classes where teaching is of a consistently good standard. The leadership and management of the school by the headteacher and senior management team are satisfactory, and there is a shared commitment amongst the staff to raising standards. The role of the Governing Body is well developed and governors are well informed and supportive. The school gives satisfactory value for money.

What the school does well

- Teaching is good and sometimes very good, especially where the class sizes are small.
- The school promotes very good standards of behaviour and pupils enjoy coming to school.
- Pupils' attitudes are good and have a positive impact on their learning.
- Relationships within the school are very good at all levels.
- The provision for pupils' social, moral and personal development is a strength of the school.
- The needs of pupils who have statements of special educational needs are very well met and these pupils are fully integrated into the life and work of the school.
- The school provides good levels of support and guidance for pupils of all ages and abilities.
- The school offers a good range of extra-curricular activities.
- Financial control is good and money is well used to support educational development.

What could be improved

- Standards in writing, mathematics, science and aspects of information technology.
- The assessment of pupils' progress and attainment.
- The monitoring of teaching and learning.
- The role of the senior management team.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in terms of addressing the key issues that were identified. The school now has clear aims and values which give the school a sense of direction and purpose, and which are fully reflected in practice. Staff are fully involved in monitoring and evaluating colleagues' planning and have started to monitor pupils' work. The School Development Plan is a much more focused document than it was at the time of the last inspection, and it is used effectively by the headteacher and Governing Body to guide the school forward. Schemes of work have been introduced in all subjects throughout the school, although some of them have only recently been introduced and are not yet having enough impact on standards. Assessment procedures and systems have been developed, and are in the early stages of implementation. Standards in geography and information technology have improved. There has been good improvement in the quality of teaching since the last inspection when teaching in 17% of the lessons was unsatisfactory. The school is well placed for further development.

STANDARDS

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

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

The table shows that on the basis of the 1999 end of Key Stage 2 National Curriculum test results, pupils' attainment in English is in line with the national average, and pupils' attainment in mathematics and science is below the national average. In comparison with similar schools, the pupils' performance in English and mathematics is below average, and their performance in science is well below average. The school's results have improved over the last three years, and the trend in the school's results closely mirrors the trend in the national results. The school's results are adversely affected by the high percentage of pupils who have special educational needs and who do not attain the expected Level 4. The school's results for 2000 in English, mathematics and science are very similar to those achieved in 1999. The school sets appropriate targets based on the pupils' attainment when they join the school in Year 3.

The inspection findings indicate that by the end of Key Stage 2, standards in English are average overall, although standards in writing are weaker than standards in speaking, listening and reading. Standards in mathematics and science are below national expectations and could be higher. There are not enough opportunities for pupils to carry out investigations or to use their skills in real life situations, and pupils' ability to use and apply their knowledge and understanding is weak. Standards in information technology are below average overall because pupils have very little experience of the control and data logging elements of the curriculum, but in other aspects of the information technology curriculum there has been significant and rapid progress since the last inspection. Pupils' attainment in religious education is in line with the requirements of the Locally Agreed Syllabus. Pupils' attainment in art, design and technology, geography, history, music and physical education is in line with national expectations at the end of the key stage.

The attainment and progress of the pupils in Year 4 and Year 5 are adversely affected across all subjects, but especially in English and mathematics, by the large class sizes which prevent teachers from giving pupils the attention they need.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to their work and enjoy coming to school. They have high levels of concentration and perseverance and work hard in lessons.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school and pupils have good levels of self-discipline. Pupils are polite and friendly.
Personal development and relationships	Pupils of all ages demonstrate initiative and are keen to take responsibility for aspects of school life. Relationships amongst pupils are very good, and pupils can be relied upon to work well together in pairs and small groups.
Attendance	Satisfactory. Attendance is close to the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
57 lessons seen overall	not applicable	not applicable	satisfactory

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

During the inspection, teaching was very good in 7% of lessons seen, good in 49% of lessons and satisfactory in 44% of lessons. Teaching is much better than it was at the time of the last inspection. There was no unsatisfactory teaching observed.

Teachers' subject knowledge is secure, with the exception of English, where a small number of teachers are not very confident about aspects of grammar. The literacy and numeracy strategies have been implemented across the school, and in some classes the strategies are carefully interpreted and have a positive impact on standards. In other classes, the frameworks for the literacy and numeracy strategies are not adhered to and in these classes pupils' learning is not as effective. Literacy and numeracy skills are not developed enough across the curriculum, and opportunities are missed for pupils to use and apply their mathematical knowledge and to develop their writing skills.

In all classes teachers make good use of questions to extend pupils' thinking and to probe their understanding. Where the teaching is most effective teachers vary the level of the questions to meet the needs of pupils of different abilities. Most teachers identify learning objectives for each lesson and share them with pupils, enabling them to know what they are expected to learn and achieve. Pupils who have special educational needs are given good levels of support by their teachers, enabling them to make progress towards their individual targets. Higher attaining pupils are not always fully stretched, although the school makes good provision for higher attainers in mathematics.

At present class sizes in Year 4 and Year 5 are large, averaging around thirty seven in each class. These large classes pose organisational problems for the teachers, especially for practical subjects such as science, art and design and technology, and teaching and learning is often less effective in these classes than in the Year 3 and Year 6 classes where the average class size is twenty five.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and generally well balanced curriculum that meets the needs of all pupils. The statutory curriculum is supported by a good range of visits and extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils who have special educational needs is satisfactory overall, and there are particular strengths in the provision for pupils who have statements of special educational needs.
Provision for pupils with English as an additional language	The school successfully meets the needs of the two pupils who have English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral development is good, and the provision for pupils' social development is very good. Provision for their spiritual and cultural development is satisfactory. The school is in the process of introducing a good quality programme for personal, social and health education, which is most effective in supporting pupils' personal development.
How well the school cares for its pupils	The school provides good levels of support and guidance for pupils of all ages and abilities and their well-being, health and safety are the shared concern of the staff and Governing Body. Assessment procedures have been recently introduced, and are starting to have a positive impact, but there are weaknesses in teachers' ability to make accurate assessments of pupils' attainment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear vision for the future development of the school and enjoys the support of staff and governors. The senior management team is not as effective as it could be and individual members lack the time and authority to develop their areas of responsibility.
How well the governors fulfil their responsibilities	The Governing Body fulfils its statutory obligations and offers good support to the school.
The school's evaluation of its performance	The school has started to analyse end of key stage test results to monitor pupils' performance, but there is insufficient rigorous monitoring of teaching and learning through classroom observation to enable the headteacher and Governing Body to be fully aware of where the strengths and weaknesses are in the school's provision.
The strategic use of resources	The school makes good use of the available funds to support educational development and applies the principles of best value when purchasing equipment and services. Staff are effectively deployed, and learning resources are well used.
Staffing, accommodation and learning resources	There is a generous number of teaching and support staff for the number of pupils on roll. Resources are adequate in terms of quantity and quality, and there are firm plans to improve the accommodation. Some of the classrooms are too small to

comfortably accommodate the large Year 4 and Year 5 classes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents agree that their children enjoy coming to school.• Most parents believe that their children make good progress.• Parents think that behaviour in the school is good.• Parents are pleased with the standard of teaching in the school.• Parents are confident about approaching the teachers and the headteacher with any problems or concerns.• Parents think that the school has appropriately high expectations of the children.• Most parents believe that the school is well managed.• Parents agree that the school promotes positive values and attitudes.	<ul style="list-style-type: none">• Some parents would like more information about how their children are getting on in school.• Some parents would like more out of school activities.• A few parents do not think that the school works closely with parents.

The inspection findings support the parents' positive views of the school. However, although parents would like more information and more out of school activities, the inspection findings indicate that the school provides enough information for parents and a good range of extra-curricular activities. The school tries to work closely with parents and encourages any who have problems to approach the school as soon as possible.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results of the 1999 end of key stage National Curriculum tests in English show that pupils' attainment is in line with the national average. The school's results for 2000 paint a similar picture, although fewer pupils attained the higher Level 5 than in 1999. Standards in English have improved over the last three years, and the trend of improvement mirrors the national trend. In comparison with similar schools, pupils' performance is below average.
2. The inspection findings indicate that pupils' attainment in English is in line with the national expectation at the end of Key Stage 2, although there are some weaknesses in their writing which the school is aware of and is trying to overcome. At present, pupils have only one extended writing session each month, and this is not enough. Opportunities for pupils to use writing across the curriculum are limited, and in some classes, the overuse of worksheets which demand only one word answers prevents pupils from practising their writing skills. The standard of pupils' reading is average overall, and there are fluent and expressive readers in all classes who attain good standards in reading. Pupils' listening skills are good and they process information well, but although their speaking skills are satisfactory, many pupils use only a limited vocabulary to express their ideas.
3. The results of the end of key stage National Curriculum tests in mathematics for the last three years show that pupils' attainment has been consistently below the national average, although standards have improved year by year and have kept pace with the national trend of improvement. The school's 2000 results show that although the percentage of pupils attaining Level 4 and above is similar to the previous year, the percentage of pupils attaining the higher Level 5 has increased. In comparison with similar schools, pupils' attainment is below average. More could be done to raise standards in mathematics.
4. The inspection findings indicate that pupils' attainment in mathematics is below average at the end of Key Stage 2. Although some pupils have a good grasp of number, most pupils struggle to make accurate and rapid mental calculations and this slows down their written work. Pupils' ability to use and apply their mathematical knowledge in real life situations is a weaker area of their learning, and they rely too heavily on their teachers' support when solving problems. Most pupils have a secure grasp of shape, space, measure and data handling.
5. The 1999 end of key stage National Curriculum test results in science show that pupils' attainment has been below average for the past three years. The results for 2000 show that the results are similar to those of 1999 in terms of the percentage of pupils attaining Level 4 and above, but that the percentage of pupils attaining the higher Level 5 has increased. The school's trend of gradual improvement over the past three years closely matched the national trend with the exception of 1999 where the school's results dipped slightly. In comparison with similar schools, the pupils' performance is well below average. Standards in science could be better.
6. The inspection findings indicate that pupils' attainment in science is below average at the end of Key Stage 2. There are gaps in pupils' knowledge arising from the uneven coverage of the National Curriculum programmes of study. This has been resolved with

the introduction of a new scheme of work which will ensure better continuity in pupils' learning. Although pupils' knowledge is often secure, their ability to carry out independent investigations and experiments is weak, and they rely too much on their teachers for answers to problems.

7. Standards in information technology are below average overall because pupils have very little experience of the control and data logging elements of the curriculum, but in other aspects of the information technology curriculum pupils have made significant and rapid progress since the last inspection. Pupils' attainment in religious education is in line with the requirements of the Locally Agreed Syllabus. Pupils' attainment in art, design and technology, geography, history, music and physical education is in line with national expectations at the end of the key stage.
8. Pupils of all ages and abilities, including those who have special educational needs and those for whom English as an additional language, make satisfactory progress as they move through the school, but their progress could be even better in mathematics, science and aspects of English and information technology. There are times when the higher attaining pupils could be stretched even further. The attainment and progress of pupils in Year 4 and Year 5 are adversely affected by the extremely large class sizes, which prevent teachers from giving pupils the individual attention they need. The National Literacy Strategy and the National Numeracy Strategy are having a positive impact on pupils' attainment in those classes where they are carefully and rigorously implemented. However, in some classes the teaching of the National Literacy Strategy and the National Numeracy Strategy is not as effective as it might be.

Pupils' attitudes, values and personal development

9. The majority of pupils have positive attitudes to work. In lessons they are enthusiastic and respond well to new challenges, often demonstrating high levels of concentration and perseverance in subjects such as mathematics and art. Pupils often work very well together in pairs and groups, such as in a Year 3 numeracy lesson observed during the inspection where pupils used paper rolls to measure key body dimensions as preparation for making a full-scale paper skeleton. They have good attitudes to one another and value each other's work. Most pupils are confident workers who enjoy the opportunity to explore learning. However, in some lessons, some pupils do not take a sufficiently active role.
10. The very good standard of behaviour described in the last inspection report has been successfully maintained, and the vast majority of pupils are very well behaved, friendly and polite. Behaviour in the playground is very good and pupils are considerate of the needs of wheelchair users who mingle freely and safely with their friends. Pupils have good levels of self discipline and no boisterous play was observed. Football is confined to one area of the playground and boys and girls from all year groups were seen playing football together. Behaviour in lessons is good, and in the smaller classes it is consistently very good. During the last year there was one fixed term exclusion.
11. In some classes, timetabled sessions for 'Circle Time', where pupils sit in a circle and consider social and moral dilemmas, provide the opportunity for pupils to explore their own feelings and to consider the wider issues that affect the quality of life in school. There are frequent opportunities for pupils to take responsibility for aspects of the school's life and work, and many monitorial duties are undertaken, such as returning registers to the office and operating equipment during assemblies. However, there are not enough opportunities for pupils to develop personal study skills, for example through

problem solving or independent research. In some classes teachers give too much support, with the result that pupils do not have enough opportunities to think for themselves or to make their own choices and decisions.

12. The attendance rate is satisfactory, and is broadly in line with the national average. The rate of unauthorised absence is low and is similar to the national average. Registration is carried out at the beginning of each session. There are few incidences of lateness, and pupils enjoy coming to school.

HOW WELL ARE PUPILS TAUGHT?

13. During the inspection, teaching was very good in 7% of lessons seen, good in 49% of lessons and satisfactory in 44% of lessons. Teaching is much better than it was at the time of the last inspection and no incidents of unsatisfactory teaching were observed.
14. Teachers' knowledge and understanding of the National Literacy Strategy and the National Numeracy Strategy are satisfactory, although there is too much variation in the interpretation of these strategies from class to class. Literacy and numeracy skills are appropriately promoted in English and mathematics lessons, but opportunities for pupils to use these skills across the curriculum are limited and are not clearly identified in teachers' planning. Teachers' subject knowledge in mathematics is secure, but in English, a small number of teachers are not very confident about aspects of grammar, and this adversely affects pupils' learning.
15. Teaching in science, information technology, religious education, art, design and technology, geography and history is satisfactory and teaching in music and physical education is good. Practical activities in science, art and design and technology are taught more effectively in Year 3 and Year 6 where the class sizes are small, and there is more space for the pupils to select resources and move around the room. In Year 4 and Year 5, where the class sizes are large, despite the teachers' best efforts, practical activities are very difficult to organise successfully, and without adult help from parents or teaching assistants, teachers can not give help and support to those pupils who are struggling.
16. All teachers are very conscientious and prepare lessons thoroughly. Where possible, they enhance their teaching by the effective use of learning resources, for example, in a science lesson seen during the inspection, very good use was made of a large set of false teeth to capture the pupils' interest and to demonstrate the main teaching points. In most classes, teachers share the learning objectives for that lesson with the class, and this gives pupils a good idea of what they are expected to achieve, and helps them to pace their work.
17. Teachers are very skilled in the way in which they explain tasks to pupils and give instructions, but sometimes over detailed explanations restrict the opportunities for pupils to make their own decisions about aspects of their learning. Pupils are not given enough opportunities to solve problems, or to set up their own investigations, especially in mathematics and science. This means that in test conditions, such as the end of key stage National Curriculum tests, pupils are sometimes disadvantaged when they are required to work out instructions for themselves, and decide which is the best way of tackling the questions.
18. In all classes teachers make good use of questions to extend pupils' thinking and to probe their understanding. Where the teaching is most effective teachers vary the level

of the questions to meet the needs of pupils of different abilities. Pupils who have special educational needs are given good levels of support by their teachers, enabling them to make progress towards their individual targets. Support in whole class lessons for pupils with statements of special educational needs is very good, enabling pupils to participate fully and with confidence in all learning tasks. Trained learning support staff are particularly effective and make a valuable contribution to the quality of teaching and learning. Higher attaining pupils are not always fully stretched, although the school makes good provision for higher attainers in mathematics.

19. At present class sizes in Year 4 and Year 5 are large, averaging around thirty seven in each class. These large classes pose organisational problems for the teachers, especially for practical subjects such as science, art and design and technology, and teaching and learning is often less effective in these classes than in the Year 3 and Year 6 classes where the average class size is twenty five.

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

20. The quality and range of learning opportunities the school provides for pupils is satisfactory, and there is an appropriate curriculum in place which meets statutory requirements. Teachers' planning is supported by the nationally produced guidance documents, which ensure that pupils' learning is systematically developed. All subjects of the National Curriculum and religious education are taught in every class. Over time pupils receive a broad and balanced range of relevant learning experiences which effectively prepare them for the next stage of their education. However, there is some imbalance within individual subjects, and gaps in pupils' learning arise from teaching the subjects in blocks, with sometimes an interval of one term before the subject is revisited. The school has implemented the National Literacy Strategy and the National Numeracy Strategy across the school. However, there is too much variation in the implementation of these strategies from class to class, and their impact is less effective in those classes where the strategies are not rigidly implemented.
21. The provision the school makes for pupils with special educational needs is satisfactory overall, although too many pupils are at Stage 1 on the school's special educational needs register. The school is not sufficiently focused about reviewing the progress of pupils who are at Stage 1, and taking them off the register altogether, or moving them on to Stage 2, if this is the most appropriate course of action. The school makes good provision for those pupils who have statements of special educational needs, and caters extremely well for those pupils who are in wheelchairs. Individual education plans are in place for pupils at Stage 2 and above on the special educational needs register, but teachers do not always make sufficient use of them when planning work for these pupils.
22. A good range of extra-curricular activities is provided by the school, and there are good opportunities to extend pupils' learning through such activities as 'Circle Time', for example. Pupils benefit from participating in a good range of visits linked to their history and geography studies. Residential trips are organised which add a valuable dimension not only to pupils' academic learning but also to their social development. Pupils regularly participate in sporting events and competitive games. For those who enjoy music there are opportunities available to play instruments. Of particular note is the school's initiative to establish a community sports club for wheelchair users and those with disabilities. This reflects the school's very good focus on ensuring equal access and opportunity for all pupils.

23. Provision for pupils' personal, social and health education is good. The school has recognised the need to develop a personal, social and health education programme for the whole school and has appointed a co-ordinator for this task. The co-ordinator has, with other members of the working party, received specific training, and is developing a robust policy which shows recognition of the need for a cross curricular approach to promoting pupils' personal, social and health education. Pupils have a good knowledge and understanding of health issues and they are aware of how their lifestyle affects their well-being. They know the importance of exercise and a healthy diet. Arrangements for teaching issues related to sex education and drugs awareness are satisfactory. The governors are due to review the school's policy on sex education in the near future. Parents are informed about how and when this aspect of the curriculum is taught. 'Circle Time' is a feature of some classes, and the school hopes to develop this more extensively. In the meantime pupils have frequent opportunities to discuss with their teachers a wide range of issues which arise within their lessons. Pupils are well prepared for taking responsibility, and have a good understanding of the impact of their actions on others. Pupils are especially sensitive and understanding about the needs of their classmates who have physical disabilities.
24. The school maintains very good links with the community which contribute significantly to pupils' learning. As part of a local initiative, a volunteer attends the school regularly to listen to readers. The school celebrates all major Christian festivals, and welcomes the vicar and representatives from other Christian groups to present assemblies. The local church, with which the school is linked, is used as a valuable resource for religious education and art work. Pupils work hard to support charitable organisations of their choice. Gifts brought to celebrate the harvest festival are presented to the Salvation Army for distribution. Through these acts, pupils are learning that there are those who are less fortunate than themselves.
25. The school has satisfactory links with the adjacent infant school from which most pupils transfer. There are very good sporting arrangements with other primary schools in the area, and the established good liaison with the main receiving secondary school eases the transfer of pupils. Students from the local college help with sports coaching for pupils in Year 4 and Year 5, and assist during the school's sports day. The school has an arrangement with the college whereby football is played at the college during inclement weather and the college uses the school's facilities during the summer. Past pupils now attending the secondary school are welcomed to undertake work experience placement in school, and student teachers from the local university are also welcomed to undertake practical phases of their training.
26. The provision for pupils' moral development is good, and the provision for pupils' social development is very good. Provision for their spiritual and cultural development is satisfactory.
27. The school's provision for pupils' spiritual education supports and reflects the traditions and values of the Anglican faith. The statutory requirements for collective worship are fully met. The school grounds have been improved to include well-managed garden areas and a copse of young trees. Benches enable pupils to sit and enjoy the quiet and peaceful areas of the grounds, or to sit in quiet conversation with friends. Aspects of spirituality are sometimes evident in music lessons, for example when pupils experiment with rain-forest music, or when they respond sensitively to music they hear. However, spiritual opportunities in lessons arise incidentally, and teachers do not as a matter of course identify potential opportunities to exploit moments of spirituality in their planning.

28. Provision for pupils' moral development is good. The school raises pupils' moral awareness through personal and health education, 'Circle Time' and assemblies. Very good relationships amongst pupils, and between pupils and staff, encourage the free and frank exchange of views, and pupils are encouraged to raise moral issues and to give their personal opinions. Pupils have a good sense of right and wrong, and a sense of morality in their dealings with others.
29. The provision for pupils' social development is very good. Relationships are very good and pupils are polite, sensible in their actions, and aware of the needs of others, especially their friends who are in wheelchairs. Teachers give freely of their own time to provide a wide range of after-school sporting and musical activities, which enhance pupils' social development. Residential visits for Year 6 and Year 4 pupils provide good opportunities for them to develop their personal and social skills. Pupils are encouraged to accept responsibility for their actions and are keen to assume a number of monitorial duties.
30. The school's provision for pupils' cultural development is satisfactory. Pupils learn about their own culture through literature, poetry and music. Theatre groups, storytellers and musicians visit the school, where they perform for pupils. In geography and history pupils learn about the traditions, faiths and cultures of people from around the world, for example when they learn about Kenya, Egypt and European countries. Internet links are maintained with an Australian school, whilst examples of aboriginal art are provided for pupils to appreciate. At present, provision for pupils' cultural development is not identified consistently in teachers' planning, for all subjects, although some opportunities are identified in art and music.
31. The school has responded well to the issues raised in the last inspection report which related to the curriculum, and has maintained a good breadth of opportunities for pupils during the recent period of temporary suspension of the National Curriculum. The school is well placed to continue with its curriculum development, and is responding well to the demands of the new National Curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school provides good levels of support and guidance for the pupils in its care, and good procedures are in place for child protection. The headteacher has been nominated to deal with issues of child protection and has received appropriate training. However, no teacher or governor has been nominated to support him in this role, or to cover in his absence. The school has adopted the LEA's child protection policy and procedures, and staff are aware of the escalation routines.
33. The school has an appropriate health and safety policy, and a teacher and governor have been nominated to monitor its effectiveness. Records are maintained for the regular inspection of safety equipment, but the records for practice evacuations of the building are incomplete and do not formally demonstrate that the school meets mandatory requirements. Informal risk assessments are carried out on behalf of the site and building sub-committee of the Governing Body, but identified hazards are not formally recorded.
34. The school effectively safeguards and ensures the health, safety and welfare of pupils. Two adults in the school have received training in first-aid and pupils know that the school secretary is the person to contact if they are feeling unwell. The first-aid boxes

are well stocked, and pupils' medicines and applicators are securely stored. Records of accidents are well maintained, and all staff have been trained in the use of 'epipens' for pupils with severe allergies. Should it be necessary, letters detailing accidents are sent home to parents.

35. The school has very good procedures for promoting good behaviour and for managing occasional incidents of inappropriate behaviour, although some parents are concerned that incidents of bullying are not always consistently dealt with. Break and lunchtime supervisors are receiving ongoing training in the maintenance of the school's behaviour and discipline policy.
36. Pupils' academic performance is regularly monitored during lessons and teachers keep formal and informal records. However, insufficient reference is made during lessons to the individual education plans of pupils who have special educational needs. Pupils with disabilities are fully integrated into academic and social activities and very good routines are in place for those children with specific medical needs such as allergies. In those classes where personal, social and health education is formally presented, further opportunities are taken to monitor pupils' personal development through the manner and content of their responses to social and moral issues. In all classes, teachers make very good use of praise for good work and behaviour, and pupils respond well to the encouragement they receive. Individual profiles are maintained for all pupils, and progress reports to parents contain comments on social as well as academic achievements. Although progress reports are of a good quality, personal and academic targets are not set, nor are pupils able to contribute to their own target setting.
37. Procedures for assessing attainment and progress are not yet securely integrated into school practice. The deputy headteacher has responsibility for assessment and has worked hard to develop appropriate systems and procedures which will help teachers to measure pupils' progress and attainment. However many of the procedures are new and are not yet having any real impact in terms of raising standards.
38. The school has recognised the value of analysing end of key stage results in some detail to identify strengths and weaknesses in teaching and learning, but has not yet started to do this. Good use is made of a range of standardised tests to check pupils' progress within and between year groups, and the newly introduced class chart shows clearly the progress pupils are making in English, mathematics and science. The school has not yet developed assessment procedures for information technology, religious education, art, design and technology, geography, history, music and physical education.
39. The school has built up portfolios of work in English, mathematics and science showing National Curriculum levels. Individual profiles are maintained for pupils showing test results and work samples. Teachers have some experience of levelling pupils' work against the level descriptions stated in the National Curriculum, but currently lack confidence, and do not always make accurate judgements. This is the main reason why there is a discrepancy between the end of key stage teacher assessments and the test results. Teachers' lack of accuracy in levelling work also means that the judgements used as a basis for the target setting in Year 3, Year 4 and Y5 are not always reliable. More accurate levelling would help to raise standards by giving a clear indication as to strengths and weaknesses in pupils' learning.
40. The school has devised good links with other agencies to ensure that the provision outlined in statements of special educational needs is implemented. The special educational needs co-ordinator is responsible for liaising with a wide range of other

professionals, parents, carers and other schools. These duties are undertaken satisfactorily as is the organisation of annual review meetings. The school implements assessment procedures to identify pupils with special educational needs and to comply with the Code of Practice, but could make more effective use of assessment information when reviewing pupils' progress. The school meets statutory requirements as outlined in all pupils' statements of special educational needs. All statements and reviews are up to date and specified provision is implemented effectively, including access to additional staffing.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents are pleased with most aspects of the school's work. They are particularly pleased with the standard of teaching in the school. They believe that the school expects their children to work hard and to achieve their best, and feel comfortable about approaching the school with questions and problems. Most parents agree that their children enjoy coming to school and that they are making good progress. A small number of parents would like more information about how their children are getting on at school, and do not think that the school works sufficiently closely with them.
42. The school provides good levels of information for parents through the governors' annual report and pupils' progress reports. The progress reports are of good quality and inform parents of what their children know and can do. A minor weakness is that reports in some classes do not contain separate sections for teachers to make comments about pupils' attainment and progress in information technology. Parents may discuss their children's progress with teachers at the parents' meetings that are held three times each year. The governors hold a monthly 'surgery' for parents, where parents can discuss suggestions or concerns. Teachers make themselves available to parents at the beginning and end of each day, and during the inspection many instances were seen of parents and teachers engaging in informal conversation.
43. The school enjoys the support of parents especially through the 'Parent Teacher Association' which, through the organisation of social events for children and adults, raises substantial funds to help provide resources for the school. Their recent contributions have gone towards the development of the shaded areas of the playground, the purchase of computer resources, and the purchase of dictionaries for presentation to school leavers.
44. A small number of parents and friends regularly work in school and make a positive contribution to pupils' learning by carrying out such duties as preparing resources and listening to children read. Some parents regularly work with children in the library each afternoon. Parents and friends accompany staff and pupils during the residential visits and their presence helps to ensure a high level of support for the pupils and extends pupils' opportunities for learning. Most parents help their children to complete homework tasks and listen to them practising reading.
45. Parents of pupils with statements of special educational needs are appropriately involved in annual review meetings. They are invited to contribute both in writing and verbally to the discussions about the continuing needs of their children, and the progress they have made since the previous review. The school does consult with parents of other pupils who have individual education plans, but does not do as much as it could to involve parents in setting joint targets and encouraging them to support their children at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The headteacher is effective in his leadership of the school. With the support of staff and governors, he maintains a purposeful community within a caring environment. This view is endorsed by the parents. There have been significant improvements since the previous inspection, and the school has addressed all of the issues raised at that time. The headteacher has led the school forward enabling good progress to be made, although there is still some further work to be done in raising standards. He, with the Governing Body, has a clear vision for the future of the school and the school's aims are clearly reflected in its day to day routines and learning opportunities.
47. The senior management team is not sufficiently involved in the strategic and long-term development of the school, and its role and remit are not clearly defined. The headteacher and three senior teachers, including the deputy, form the senior management team. Members of the team do not have sufficient time or authority to fulfil their individual roles, which are currently linked to aspects of the School Development Plan. The role of the deputy headteacher is unclear, and she does not have enough time to fulfil her deputy duties, or her additional roles of assessment and curriculum co-ordinator.
48. Some monitoring of teaching and learning has taken place since the last inspection, mainly in English. However, the monitoring lacks rigour and focus and does not show clearly where the strengths and weaknesses are in the school's provision. Good classroom practice is not systematically identified and shared with staff, and there are missed opportunities for teachers to learn from one another. At present there is no programme for the appraisal of teachers, and although some early training has been experienced for the implementation of the Investors in People scheme, a start on the process has not been made.
49. The school's decision to create small classes in Year 3 and Year 6, and large classes in Year 4 and Year 5 stemmed from the desire to maintain single age classes. However, this arrangement has some weaknesses which are impacting adversely on standards, and the quality of teaching and learning. In the large classes, teachers are unable to give pupils the attention they need, and practical activities such as science and design and technology are extremely difficult to organise.
50. The Governing Body is very enthusiastic and supportive, and fulfils its statutory duties. There are nominated governors with particular interest in English, mathematics and special educational needs, and other governors have links with classes and year groups throughout the school. Governors give freely of their time and their support is appreciated by the headteacher and staff. There is an appropriate structure of committees within the Governing Body, which enables thorough debate of management issues and school development planning. The ability of the Governing Body to act as critical friend to the headteacher is limited, as governors rely too much on the headteacher for information about the school's strengths and weaknesses.
51. The School Development Plan has improved greatly since the time of the last inspection and is the result of collaboration between the headteacher, staff and Governing Body. The plan itself is an appropriate working document which outlines the priorities for the development and improvement of the school. It is carefully costed, and includes the names of the personnel responsible for ensuring action is taken, and appropriate time frames for each target.

52. The school has very strong, efficient and effective procedures for financial planning, control and administration. The governors charged with this responsibility are experienced and confident. They keep a careful watch on the budget, and through prudent and sensible financial management, the school has accrued a considerable surplus much of which is to be used in setting up and equipping the new teaching areas which are planned for the near future. Resources are appropriately targeted and the school makes satisfactory use of additional grants and designated funds. Spending is kept strictly within the priorities established in the School Development Plan, and the school carefully ensures that best value for money is achieved in the purchasing of goods and resources. Appropriate procedures are in place for evaluating the cost-effectiveness of spending decisions. Day to day financial matters are efficiently dealt with by the school secretary who plays a very important part in the smooth running of the school, and is a member of the Governing Body finance committee.
53. The school meets statutory requirements in respect of pupils who have special educational needs. Staff who have received specialist training are particularly effective in the contribution they make to teaching and learning, especially when they are deployed to support pupils in whole class lessons. The additional support provided for pupils with statements of special educational needs is most effective when used to enable pupils to be taught alongside their classmates. The special educational needs co-ordinator does not have enough time to monitor special educational needs provision throughout the school or to work with individual pupils. The school provides a satisfactory level of resources and a good level of staffing to meet the needs of pupils who have special educational needs.
54. The school fully meets the needs of the two pupils who have English as an additional language, and ensures full equality of opportunity for all pupils. Pupils who are wheelchair bound are very well integrated into the life of the school and enjoy full access to all areas of the curriculum.
55. The school employs an appropriate number of teachers for the number of pupils on roll, including a newly qualified teacher who works with small groups of pupils with special educational needs. The number of learning assistants is generous, but is justified by the positive impact they have on the attainment and progress of pupils with special educational needs. The deployment of one learning assistant to teach basic information technology skills every afternoon is an effective strategy and is improving pupils' attainment in all year groups. Although mentor support is provided for the newly qualified teacher, her present deployment, teaching groups of pupils with special educational needs who are withdrawn from class for additional support, does not provide properly for her professional development and is not giving her the teaching experience she needs.
56. In-service training is carefully managed and monitored by the deputy headteacher. Staff attend a range of appropriate courses, keep their own professional development records and provide evaluations of training. In-service opportunities include non-teaching and classroom support staff. There is a good match between staff training and the needs of the school.
57. The school's accommodation is cramped and unsatisfactory in parts. All classes suffer from a high density of pupils, whether they are smaller classes in small classrooms or very large classes in average size rooms. Two of the temporary classrooms are very dilapidated, and the third, although in better condition, is at some distance from the main school. There is little storage space anywhere and areas of the school are unavoidably cluttered. The buildings are conscientiously maintained by the site

supervisor and cleaning staff, who take pride in creating a pleasant working environment for pupils. The school is about to begin a building programme that will provide a new classroom block and additional facilities, and which will alleviate some of the current problems.

58. The school grounds are attractive and well kept, and include a quiet area equipped with seating and a large playing field. A copse of new trees has been planted to commemorate the Millennium. The use of the incinerator detracts from the school environment, and causes inevitable pollution. The improvement of the school's grounds and internal refurbishment are priorities in the current School Development Plan.
59. There are adequate learning resources for most subjects, and they are of satisfactory quality. The storage of resources is a problem, and various solutions have been tried with varying degrees of success. Resources for music are good and well organised. There is a lack of tools and resources for work with resistant materials in design and technology. Resources for information technology are good in respect of the number of computers, which is close to the national average, although the school has recently lost five laptops in a burglary. There are no resources for control technology or for data logging, and this has an adverse impact on pupils' attainment and progress. The school has identified information technology as a major priority and has detailed plans for its development over the next year.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 1) **The headteacher, staff and Governing Body should improve standards in writing by:-**
- ensuring that there are more opportunities for pupils to develop writing skills across the curriculum;
 - providing more extended writing sessions in all classes;
 - encouraging the higher attaining pupils to use the higher order skills of drafting, editing and note-taking.
(paragraphs 2, 60 - 68)
- 2) **The headteacher, staff and Governing Body should raise standards in science and mathematics by:-**
- providing more practical opportunities for pupils to develop their investigative and problem-solving skills;
 - ensuring that pupils in the large Year 4 and Year 5 classes receive the individual support they need;
 - ensuring that there is enough time for pupils to complete written tasks;
 - making more use of assessment information to ensure that tasks are closely matched to pupils' needs;
 - ensuring that all teachers are fully conversant with the National Numeracy Strategy and that they are implementing all elements in their lessons;
 - reducing the number of worksheets that are used in some classes.
(paragraphs 4, 6, 15, 17, 19, 69-80)
- 3) **The headteacher, staff and Governing Body should raise standards in the control and data-logging elements of information technology by:-**
- acquiring the necessary equipment;
 - ensuring that staff receive appropriate training;

- implementing assessment procedures to measure pupils' progress and attainment.

(paragraphs 7,101-108)

4) The headteacher, staff and Governing Body should improve assessment throughout the school by:-

- ensuring that all staff are confident about the National Curriculum levels in English, mathematics and science so that they can make accurate assessments of pupils' progress and attainment;
- making more use of assessment information in all subjects when planning the next stage of pupils' learning.

(paragraphs 37-39)

5) The headteacher and senior management team should improve the monitoring of teaching and learning in the school. *(paragraph 48)*

6) The headteacher and Governing Body should make the role of the senior management team more effective. *(paragraph 47)*

Other issues which should be considered by the school:-

- the school does not currently have a programme for appraisal and performance management;
- pupils do not have enough opportunities to set their own targets for development;
- there is no planning for the provision of pupils' spiritual and cultural development;
- information technology is not recorded as a separate subject on some reports;
- some pupils are kept for too long at Stage 1 on the special educational needs register.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	7	49	44			

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	300
Number of full-time pupils eligible for free school meals	N/A	32

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	6
Number of pupils on the school's special educational needs register	N/A	92

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.9

Unauthorised absence

	%
School data	0.7
National comparative data	0.2

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	42	74

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	23	27
	Girls	29	29	34
	Total	50	52	61
Percentage of pupils at NC level 4 or above	School	68 (69)	66 (70)	82 (81)
	National	N/A (70)	N/A (69)	N/A (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	23	27
	Girls	23	27	31
	Total	41	50	56
Percentage of pupils at NC level 4 or above	School	54 (60)	68 (55)	76 (63)
	National	N/A (67)	N/A (69)	N/A (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	1
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	291
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	25
Average class size	30

Education support staff: Y3– Y6

Total number of education support staff	6
Total aggregate hours worked per week	120

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
--------------------------------	-----

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	495966
Total expenditure	495114
Expenditure per pupil	1673
Balance brought forward from previous year	73572
Balance carried forward to next year	74424

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	34	6	2	2
My child is making good progress in school.	39	47	2	2	10
Behaviour in the school is good.	38	46	8	2	6
My child gets the right amount of work to do at home.	21	47	18	4	10
The teaching is good.	30	62	0	2	6
I am kept well informed about how my child is getting on.	30	32	18	2	18
I would feel comfortable about approaching the school with questions or a problem.	47	43	2	6	2
The school expects my child to work hard and achieve his or her best.	37	47	4	2	10
The school works closely with parents.	27	47	8	6	12
The school is well led and managed.	29	43	4	8	16
The school is helping my child become mature and responsible.	34	47	4	2	13
The school provides an interesting range of activities outside lessons.	21	42	16	5	16

PART D:

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

ENGLISH

60. By the end of Key Stage 2, the overall standard of pupils' work is broadly in line with national expectations, and standards are similar to what they were at the time of the last inspection. There are particular strengths in pupils' listening skills, and weaknesses in pupils' writing skills. Although standards are satisfactory, they could be even better.
61. Most pupils of all ages and abilities display good, and sometimes very good, listening skills, and by the end of the key stage, standards are often above average in this aspect of the English curriculum. In lessons, pupils concentrate carefully on what their teachers say, and process instructions well. They listen attentively to one another, for example during a Year 5 play-reading session observed during the inspection, and demonstrate their understanding by asking pertinent questions. Speaking skills are satisfactory at the end of Key Stage 2, but are not as well developed as listening skills. Pupils enter school with only a limited vocabulary, and this sometimes prevents them from expressing their ideas clearly. Some teachers handle question and answer sessions particularly well and press the pupils to give extended answers which are clearly articulated. The range of speaking opportunities is limited, and there are too few opportunities for pupils to take part in drama, debate, choral speaking and other similar activities which would enhance their performing skills and increase their vocabulary.
62. By the time they leave school at the age of eleven, pupils' reading attainment is in line with national expectations. Higher attaining pupils read confidently, fluently and with good levels of expression. During the inspection, one good reader in Year 3 used speech and exclamation marks very effectively as prompts for varying the tone and pitch of her voice. Most Year 6 pupils compare styles of books they have read and talk about a variety of authors. They successfully deduce the author's implied meaning by reading between the lines. Many pupils enjoy reading and, as well as borrowing reading books from school, they borrow additional books, both fiction and non-fiction, from the local library. Lower attaining pupils often enjoy reading, but their reading often lacks expression and fluency, and is too mechanical. In literacy lessons, teachers are not always sufficiently rigorous in reinforcing and regularly teaching reading skills to develop pupils' knowledge of phonics, word building and word patterns. As a result some pupils do not have the necessary skills to decode new or difficult words.
63. Nearly all pupils use dictionaries correctly and constructively and are familiar with the use of a thesaurus. However, pupils' research skills are unsatisfactory. Whilst the library is appropriately stocked, and books are clearly marked and catalogued using the Dewey system, it is regularly used as a teaching area, and can not therefore be used by pupils who wish to carry out independent research. Insufficient emphasis is placed on the teaching of skills such as note-taking, and pupils do not have enough experience of collecting and organising information they have gleaned from books or CD ROMs.
64. The overall standard of pupils' writing by the time they reach the end of Key Stage 2 is below average. Most pupils, though not all, form their letters correctly. They show better writing in specific handwriting activities than they do in their general workbooks. Whilst teachers sometimes make comments about the presentation of written exercises, there is no sustained or consistent encouragement for pupils to correct repeatedly ill-

formed letters, or to improve the quality of the presentation of their work. There is regular provision for pupils to improve spelling. Often there are spelling activities at the start of lessons, and there are regular homework tasks linked to spelling in most classes.

65. Punctuation is regularly taught, as is the use of grammar, and where the teaching is best, pupils are well drilled in the basic rules and conventions of the English language. In some classes however, teachers' knowledge of grammar is very insecure, and this has an adverse impact on pupils' attainment, for example, when pupils are given incorrect information about verbs and adverbs. By the end of Key Stage 2, most pupils are confident about using capital letters, full stops, commas, speech marks, exclamation marks and question marks. Pupils distinguish between common and proper nouns, and use adverbs to enrich their writing. Most pupils have a good awareness of the different tenses.
66. Pupils throughout the school enjoy a wide range of writing experiences, and produce imaginative pieces such as stories, poems and playscripts, and factual accounts such as newspaper articles and letters of complaint, which help them to organise their ideas logically. These experiences are too infrequent however, and pupils do not make enough progress in writing as they move through the school. There are not enough opportunities for them to use their writing skills in other subjects across the curriculum. The school has recognised the need to provide more good quality opportunities for pupils to develop their writing skills, and has introduced a monthly extended writing session. Whilst this is a positive move in raising standards, it is not enough. Most pupils are not sufficiently skilled in drafting and editing their written work and do not produce enough extended pieces.
67. There are some shortcomings in the way in which the National Literacy Strategy is implemented in some classes, which the school has already identified. There is a comprehensive programme for raising standards in English which is outlined in the School Development Plan. In addition, procedures for identifying weaknesses and strengths through assessment have been introduced although they are not yet having enough impact.
68. The teaching of English is satisfactory overall, and during the inspection, some good and very good teaching was observed. In the main, teachers have a secure subject knowledge, although a small number of teachers have a rather shaky grasp of grammar and this has an adverse effect on pupils' learning and attainment. Where the best teaching occurs, the National Literacy Strategy is carefully implemented, and the lessons proceed at a good pace. Too often however, lessons last beyond the recommended hour, and the interpretation of the strategy is sometimes too loose, resulting in a lack of rigour. Teaching is generally better in the Year 3 and Year 6 classes where class sizes are small. Although in some classes tasks are well matched to pupils' levels of ability, in others, higher attaining pupils are not sufficiently challenged by some of the activities. There has been some monitoring of teaching and learning in literacy sessions, but it has not been sufficiently rigorous in terms of identifying strengths and weaknesses. Good classroom practice is not identified and shared, and monitoring has not picked up those teachers who need additional support and training to improve their grammatical knowledge. Some teachers do not make sufficiently accurate assessments of pupils' ongoing attainment and progress, and lack confidence in levelling pupils' work against the National Curriculum level descriptors. Although literacy skills are effectively promoted in literacy lessons, there are not enough opportunities for pupils to develop literacy skills in other subjects. Effective use is made of information and communication technology to promote pupils' learning in English.

MATHEMATICS

69. The inspection findings show that pupils' overall attainment in mathematics is below national expectations at the end of the Key Stage 2, although most pupils have a satisfactory grasp of number. Standards are similar to what they were at the time of the last inspection. Standards in number have been improved by the recent introduction of the National Numeracy Strategy, which is implemented in all classes. However, not enough emphasis is placed on the other aspects of the mathematics curriculum, and pupils do not have enough experience of working with shapes and measurement. Pupils have opportunities of handling data as part of their topic work in geography and science, but their breadth of knowledge of data handling is limited. Throughout the key stage pupils make satisfactory progress, taking account of the low base from which they start, but they could do even better, and standards could be higher than they are at present.
70. Pupils' ability to use and apply their mathematical knowledge in real-life situations is unsatisfactory. For example, in a lesson seen during the inspection, Year 4 pupils could not imagine a situation where they might need to measure a perimeter. Pupils do not have enough opportunities to solve mathematical problems or investigations for themselves, and rely too heavily on their teachers for guidance. Their knowledge of mathematical vocabulary is weak, and has been identified as an area for development by the school. Teachers are now working hard to ensure that pupils know and use appropriate vocabulary when discussing their work.
71. During the inspection Year 6 pupils were developing an appropriate early understanding of percentages and equivalent fractions. With support they worked out simple percentages such as fifty per cent, twenty per cent and ten per cent. However, a number of pupils had difficulty working out the answers to simple problems involving percentages, such as finding out the price of an article that had been reduced by ten per cent. By the end of the key stage, pupils have a satisfactory knowledge of multiplication tables and number bonds, but their recall is too slow.
72. There are weaknesses in pupils' knowledge and understanding of aspects of shape and measure. Younger pupils are currently developing their skills of estimation using standard and non-standard units of measurement, but although they are reasonably secure when using measurements of length, only a few are confident about standard units of measure for weight and capacity. By the end of the key stage pupils know the properties of two and three dimensional shapes, but are not able to draw generalisations, such as the relationship between the number of sides, angles and faces of three dimensional shapes.
73. Teaching is satisfactory overall, and in some of the lessons seen during the inspection, teaching was good. Relationships between teachers and pupils are very good, and teachers know their pupils well. In most classes, good opportunities are provided for pupils to contribute to the lesson and to discuss their ideas. Teachers give clear explanations and make effective use of questions to help pupils to develop their thinking. The quality of teaching is adversely affected by the large class sizes in Year 4 and Year 5, where it is difficult for teachers to organise practical sessions and to give pupils the individual attention they need. Work is usually well matched to pupils' levels of ability, although there are times when some of the highest attaining pupils are insufficiently challenged. The school has identified a group of higher attaining pupils and these pupils are sometimes taught separately. This practice is having a positive impact

on their learning and attainment. There are occasions in all classes when activities are over-directed by the teachers, and this prevents pupils from becoming confident in solving problems and in using and applying their mathematical knowledge. Teachers are not always sufficiently confident in their assessment of pupils' attainment and progress and this makes it difficult for them to set accurate development targets. Insufficient use is made of information and communication technology to support pupils' learning, and there are only limited opportunities for pupils to use and apply their mathematical skills in other subjects.

74. The National Numeracy Strategy has been introduced throughout the school but lessons do not always contain each of the prescribed elements. In those classes where the National Numeracy Strategy is carefully implemented, good use is made of the introductory mental mathematics sessions to rigorously test the pupils in their knowledge of number facts. However, in some classes, this session is sometimes omitted and pupils do not have the recommended daily discipline of carrying out mental mathematics exercises. Often the time allocated to written activities is curtailed because the introduction and the whole class work have taken too much time. This means that in some classes pupils complete only a small amount of written work, and do not have enough time to practice and consolidate new learning.

SCIENCE

75. At the end of Key Stage 2, pupils' attainment is below national expectations, and although pupils start from a low baseline and make satisfactory progress, they could do even better and standards could be higher. Standards are similar to what they were at the time of the last inspection. Pupils do not currently have enough opportunities to use information technology to support their learning in science, and there are only limited opportunities for them to develop literacy and numeracy skills through their scientific activities.
76. Pupils' skills in planning and carrying out independent investigations are unsatisfactory. Pupils of all ages and ability show a natural curiosity through asking questions, and are confident when offering suggestions about what might happen next when carrying out experiments and investigations. However, they do not have enough opportunities to devise and conduct investigative and experimental work, and few pupils know how to modify an experiment by changing an element of a test. The most able pupils have a clear understanding of the features of a fair test and are able to draw conclusions from test results or scientific evidence. Pupils' ability to explain their work is hampered by their lack of scientific vocabulary.
77. Throughout the key stage pupils acquire a satisfactory knowledge and understanding of life processes and living things. They undertake work about diet, lifestyle and health, and have an awareness of the need for exercise in maintaining a healthy lifestyle. Pupils study the digestive system, function and care of teeth, muscles, bones, joints and the skeleton, and their knowledge of these aspects is secure. They study the effects on the heart of exercise and investigate the impact on their pulse rate and breathing patterns.
78. Pupils' knowledge and understanding of materials and their properties are satisfactory. Pupils adequately describe the similarities and differences between materials, and understand that materials must be suitable for the intended purpose. They explore the effects of heating and cooling water and chocolate, and in discussion, explain why some of these changes are reversible, whilst others are not. By the end of the key

stage most pupils know how mixtures can be separated and are aware that some substances dissolve in liquid. Pupils' lack of scientific vocabulary is noticeable when they are explaining about the properties of materials, as many are not confident about using self-explanatory terms such as solutions, saturation, evaporation and condensation.

79. Pupils are confident in their work about physical processes, but a weaker aspect of their learning is the earth and beyond. Pupils talk confidently about how electricity is needed for a number of household appliances, and they are clear about how to construct simple and series circuits. Most pupils understand how a switch works, and make sensible suggestions about which materials might be the best insulators or conductors. The oldest pupils have a basic level of knowledge and understanding about the earth and beyond, but only a few pupils are secure in explaining the relationship between the earth and the sun, and the passage of day and night in terms of the earth rotating on its own axis.
80. The quality of teaching is satisfactory overall, and some good examples of teaching were seen during the inspection. Most teachers have a secure scientific knowledge and are aware of the need to increase pupils' scientific vocabulary. Teachers' explanations are effective in enabling pupils to develop an understanding of scientific ideas and concepts, but there are times when activities are over-directed by teachers and this prevents pupils from developing their own ideas and investigations. Good use is made of questions to challenge and extend pupils' thinking, and to support pupils who have special educational needs. There is effective planning within year groups, but until recently, there was no plan for revisiting topics that had previously been covered, with the result that pupils sometimes forgot their previous learning. The teaching of science as part of class topics has led to some gaps in coverage of the National Curriculum programmes of study for science, which the school has recognised and is taking steps to overcome. Although some good opportunities for recording are provided in some classes, in others, too many worksheets are used for recording and pupils do not have enough opportunities to develop their literacy skills. Currently insufficient use is made of information technology to support pupils' learning. Teachers are not always secure in their assessments of pupils' attainment and progress and this makes it difficult for them to set precise targets for development. The teaching of science to Year 4 and Year 5 classes is adversely affected by the large number of pupils in these classes, and the cramped conditions, which make practical tasks a challenge for both teachers and pupils.

ART AND DESIGN

81. By the end of Key Stage 2, pupils' attainment in art is in line with national expectations. The subject is taught regularly in all classes, and pupils' work is arranged in attractive displays around the school and in classrooms. Some of the pieces of work on display are of a high standard, especially in those classes where teachers have particular expertise in the subject, and are able to encourage and advance the pupils in the development of their skills. The subject makes a good contribution to the promotion of pupils' social and cultural development.
82. Pupils' drawing skills develop satisfactorily, and most pupils use crayons and pencils well to shade and make line drawings. Older pupils observe carefully, and accurately reproduce the detail of what they see. In a Year 3 lesson seen during the inspection, pupils effectively used different grades of pencil when making observational drawings of sections of fruit. Year 4 pupils have recently been drawing portraits of themselves and

their partners, and have produced well proportioned drawings which reflect their careful observation of the relative position of features on a face. Older pupils show a good sense of perspective in their drawings, and create depth by effective use of shading.

83. By the end of the key stage pupils produce attractive paintings which are well constructed and balanced. They study the work of well-known artists to inspire their own work and to raise their awareness of different techniques such as pointillism. Year 6 pupils have recently produced very good quality landscapes based on a picture by Van Gogh. Their work is individual, colourful and detailed, and they have used their knowledge of colour-mixing to good effect when creating the range of autumn colours they needed for their work. Pupils use colour-washes effectively for backgrounds to silhouette work, and understand how different textures of paint create quite different effects.
84. As they move through the school, pupils work with a range of media including chalks, pastels, charcoal, paint, pencils and crayons, which they use to good effect in their two dimensional work. However, pupils have only limited opportunities to work with three dimensional media such as fabric, clay and sculpting materials, and this adversely affects the development of their skills in this area of the art curriculum. Pupils in all year groups have sketch books, which are used effectively for recording their drawings and sketches, but they are not used sufficiently extensively as records of pupils' preparatory work, or for the development and practice of skills such as colour-mixing and mark-making.
85. The teaching of art is satisfactory overall and some good lessons were seen during the inspection. The best teaching occurs where teachers have a real interest in the subject and are able to enthuse and motivate the pupils. Art lessons are well planned throughout the school, and the whole-school overview of the subject shows how pupils' knowledge and skills are to be developed as they move through the school. Teachers are especially successfully in promoting pupils' understanding and knowledge of the work and style of well-known artists, and make effective use of a range of very good resources which have been developed to support teaching and learning in this element of the art curriculum. Some of the classrooms are very small for the number of pupils they accommodate, and in these rooms, teachers are constrained in terms of the range of activities they can offer. Most teachers promote good levels of creativity by providing elements of choice within an activity, but in some classes, pupils' creativity is constrained when teachers are over-prescriptive. Very few homework tasks are linked to art, and opportunities for pupils to develop personal study skills, by preparing for some art tasks at home, are therefore missed. Good use is made of computers to support pupils' art work, and there are many examples of computer generated art work displayed around the school.

DESIGN AND TECHNOLOGY

86. By the end of Key Stage 2, pupils' attainment in design and technology is in line with national expectations. The subject is taught regularly in all classes, despite the constraints of some of the classrooms, and pupils receive a broad and balanced curriculum covering all areas of the programmes of study.
87. Pupils of all ages enjoy design and technology activities, and are well motivated when carrying out tasks. By the end of the key stage they often show good levels of creativity in their work, and have good skills of drawing and cutting with scissors. Pupils understand the purpose of joints when making models, and Year 4 pupils have recently

been exploring different types of moveable joints when making a moving page for a class book. They successfully used butterfly pins and pleated paper to create moving parts, and some of the more adventurous pupils were keen to find more ways of enabling features on their pages to move. Pupils have only limited opportunities to use resistant materials such as wood and plastic for their design work, and in discussion are unsure about how to stabilise or strengthen right angled joints. Pupils are skilled in fixing materials using glue, pins and sticky tape, but have less experience of using nails, screws or wood glue.

88. By the end of the key stage, pupils have a good awareness of the need to plan their designs, and their plans often show good detail of the materials they intend to use and the method by which they intend to fix things together. Having completed a making task, pupils are encouraged to evaluate their work against their initial plans, and to identify which aspects of their work satisfy them the most. They identify parts of their models they could improve, and use the information to good effect in their next project. Older pupils are aware that the things they make should be fit for the intended purpose and know that in industry, the finish of a product is crucial in making it attractive to the consumer. Pupils do not have enough opportunities to use wheels, gears or pulleys in their design and technology work, and computers are not used enough to support pupils' learning.
89. Throughout the school pupils show a good awareness of the need to ensure their own safety and that of others when carrying out design and technology tasks. This was particularly evident in a Year 3 lesson when pupils considered the possible dangers that might be encountered when making a sandwich. The teacher's deliberately unsafe demonstration allowed pupils to spot problems associated with food hygiene and the use of sharp utensils.
90. The teaching of design and technology is satisfactory. Teachers are currently planning from the new national subject guidance, and this is ensuring good progression in pupils' learning. Teachers place appropriate emphasis on the evaluating and designing elements of the subject, and encourage pupils to record their ideas in their books for future reference. Those teachers in Year 4 and Year 5 who have exceptionally large classes have difficulties organising design and technology sessions in their classrooms, and despite their best efforts it is virtually impossible for them to give pupils the attention they need during practical activities. It would also be unsafe for them to encourage the use of tools such as hammers, drills and saws in these conditions, and this constrains the range of activities that can be offered to the pupils. In the smaller Year 3 and Year 6 classes pupils' learning is enhanced by the one to one attention and help they receive from their teachers. One of the teachers runs an out of school model club which gives pupils additional opportunities to practise their designing and making skills, and to develop their personal and social skills.

GEOGRAPHY

91. By the end of Key Stage 2, pupils' attainment is in line with national expectations. The school has made a significant improvement in raising standards since the last inspection in 1996, when they were judged to be below national expectations.
92. By the end of the key stage, most pupils have a good knowledge of the countries of the British Isles, which they accurately identify on a map and on a globe. Pupils' knowledge of the world is extended as they move through the key stage, and they successfully identify continents, countries and oceans on a world map. Pupils make good use of atlases and use co-ordinates well to find and record the position of important geographical features such as the Suez and Panama Canals. Pupils draw plans of their classroom and school, and highlight significant features of their journey to school on a map.
93. Year 5 pupils have a secure knowledge of the water cycle. They are familiar with weather conditions and changes through studies they have made, and understand why certain settlements have become established in particular locations. An ongoing topic is enabling pupils to draw contrasts between villages, towns and cities in Great Britain, and to compare places in Great Britain with places in Egypt. Work in Year 6 includes a more detailed study of the local area, Britain, Europe and The World. Pupils study a river's journey and further extend their knowledge of weather and data handling, which is well supported by the use of information and communication technology.
94. Successful initiatives have been taken to develop geography through first-hand learning opportunities for the pupils. The school is trying to increase the range of experiences currently offered, which includes fieldtrips within the immediate locality as well as extended trips to Dartmoor and the Mendips for Year 4 and Year 6 pupils. An established internet link with an Australian school through which pupils can obtain first hand information about the pupils' lives there is helpful in raising pupils' awareness of life in other countries. Another successful scheme has been promoted through the school's collaboration and involvement in a local authority geographical programme, resulting in some of the pupils' work being published.
95. The teaching of geography is satisfactory overall. In the lessons seen during the inspection, the pace was good and lessons were well prepared and presented. Questions are used effectively to promote pupils' thinking, and to challenge the higher attaining pupils. In some classes there is an over reliance on the use of worksheets. This limits the amount of work pupils can produce, restricts independent research and provides only limited opportunities for pupils to extend their writing and numeracy skills. The present policy and scheme of work are currently being adapted to take into account new initiatives to improve the curriculum. Resources are good and well used to support teaching and learning. They are plentiful in quantity, of good quality and are easily accessible.

HISTORY

96. Standards in history are in line with national expectations at the end of Key Stage 2, and have been maintained since the last inspection. All pupils, including those with special educational needs, make satisfactory progress, and in some individual lessons seen during the inspection, where the teaching was particularly effective, pupils made very good progress.

97. Pupils' understanding of history and their sense of chronology are successfully developed throughout the key stage. Early studies include Ancient Greece and Egypt, which extend pupils' range of knowledge of the more distant past. Through their work linked to the invaders, including the Romans and the Saxons, pupils have come to appreciate how the British and European cultures have been influenced and moulded.
98. Very good use is made of visits and other first-hand experiences to support and enliven pupils' learning in history. A visit to a local Roman centre, enabled pupils to see how people lived in Roman times, and to learn about the type of clothes they wore. Pupils still talk enthusiastically about this experience which remains fresh in their minds. As part of their work on Victorian Britain, pupils visit Bristol Docks to board the SS Great Britain, and this activity provides a very good subsequent stimulus for pupils' writing. During the inspection a very good example of teaching in Year 5 significantly increased pupils' understanding of life in the Tudor times. The teacher has particularly good specialist knowledge about the topic, and used clothes and weapons of the period to good effect to raise pupils' awareness of living conditions, dress and social differences within Tudor society.
99. Most pupils have a reasonable understanding of the difference between primary and secondary evidence, and appreciate that primary evidence is very important in enabling historians to build up a picture of life in the past. Some of the topics pupils cover are particularly successful in raising their awareness of the impact of war on the lives of all those involved, and in making them appreciate the harsh conditions in which some people lived in the past. Pupils' recall of what they have learned is sometimes tenuous, partly because there are sometimes long gaps between topics, because history is not taught each term in all classes.
100. Teaching is satisfactory, overall, and an example of very good teaching was seen during the inspection. Teachers systematically cover a range of topics which give pupils a sense of chronology, and an appropriate breadth of historical knowledge, but there is an over-reliance on worksheets as a means of recording, and pupils do not have enough opportunities to develop historical enquiry skills. Teachers use artefacts well to support pupils' learning, although there is a shortage of artefacts to support some of the planned topics. Teachers work hard to bring the subject to life for the pupils, and historical visits are a great source of inspiration to the pupils, and are instrumental in giving them a good picture of life in the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

101. Attainment at the end of Key Stage 2 in information and communication technology is below national expectations. Although attainment was also below expectations at the time of the last inspection, standards have improved considerably in the area of exchanging and presenting ideas and information. At present, standards in the controlling and monitoring aspects of the curriculum are below expectations, largely because of a shortage of appropriate resources.
102. Most pupils are making good progress in specific aspects of information and communication technology such as communicating information. Pupils' limited access to computers still restricts the development of their individual capability. A significant number of pupils are slow in using the keyboard and they are not secure in loading programs. The school has provided individual floppy discs for pupils to encourage them to store their work. Progress in control, monitoring and in the higher order data handling skills is unsatisfactory.

103. By the end of Key Stage 2 pupils are confident in their use of information and communication technology to present their ideas. They use word processing packages in a range of subjects. In presenting their poems about the seasons of the year, pupils selected different fonts, layout styles, pictures and colours to add interest to their work. Pupils also combine poems with their own hand-drawn pictures, which they scan into the text, and they import pictures from diverse sources including digitised photographs, downloaded files and clipart. Pupils are skilled in finding out information by searching the Internet and CD ROM encyclopaedia, and during the inspection, successfully located information about prominent Victorians including Isambard Brunel and William Morris. After spending a day as Tudor children, pupils in Year 5 combined digitised photographs of themselves in Tudor dress with their word-processed reports.
104. Pupils use computers for extended writing and some produce lengthy stories of their own. Pupils in Year 3 have an e-mail link with pupils in a school in Australia and have exchanged information with them. Pupils from all year groups present information in chart or graph form and display the results of surveys such as class holidays in appropriate graphs. Few pupils have the higher order skills such as organising information for spreadsheets and databases.
105. At present the school lacks the software and equipment needed to teach the control and monitoring aspects and pupils have no experience of these skills. This area of their learning is very weak.
106. The teaching of information and communication technology is satisfactory. Information and communication technology is used in a number of subjects including English, history, geography, religious education and science but is little used to support pupils' learning in mathematics. Small groups receive support in the small computer suite each afternoon, and teachers plan class based opportunities linked to ongoing topics. One of the learning assistants currently leads the small group sessions in the library, and her input is having a positive impact on pupils' learning. Teachers' confidence in the subject is improving and is an ongoing area for development in the School Development Plan. However, currently teachers' expectations vary and at times pupils are set over-simple tasks which do not fully challenge them.
107. The subject is well managed. The co-ordinator has worked hard to improve the quality and quantity of hardware and to ensure that the subject is taught regularly throughout the school. The nationally recommended scheme of work has been introduced this term and teachers are identifying opportunities for the use of information and communication technology in their medium term planning. The quantity and relevance of software and CD ROM titles has been improved recently. The school ensures that pupils experience a range of information and communication technology opportunities with the exception of control and data-logging. The co-ordinator has a good overview of teachers' planning but has not yet had the opportunity of monitoring teaching and learning directly. Provision for the assessment of pupils' attainment and progress is at a very early stage. The ratio of computers to pupils is close to the national average although the school recently suffered the theft of five laptops. The school has comprehensive plans for the improvement of standards in information and communication technology over the next five years. Developments in the current year will rectify the immediate deficiencies in equipment and will establish the new scheme of work. The new building programme, which will start very shortly, offers an opportunity for the provision of a dedicated information and communication technology room. The subject has a high profile in the school and is improving rapidly.

MUSIC

108. By the end of Key Stage 2, pupils' attainment in music is in line with national expectations. Standards have been maintained since the last inspection. Pupils take part in a wide variety of musical activities which help them to develop skills of composing, appraising and performing, and they clearly enjoy taking part in whole class lessons and group tasks.
109. The standard of singing in the school is good, and pupils are encouraged from an early age to articulate words clearly, and to consider the lyrics and the mood they wish to evoke. Music makes a good contribution to pupils' spiritual, moral, social and cultural development, and during the inspection Year 3 sang a two part unaccompanied African chant with feeling and great expression. Pupils listen carefully to one another and successfully sustain complex harmonies when singing rounds and part songs.
110. The school has a particularly good range of tuned and untuned percussion instruments, ensuring that pupils are able to select the instruments and sounds they want for their compositions. When playing instruments pupils demonstrate a good sense of rhythm, and make effective use of repeated patterns to create accompaniments to songs. Year 6 pupils make good use of pitched instruments such as chime bars, glockenspiels and xylophones, and in a lesson seen during the inspection, created interesting four bar pieces based on a pentatonic scale. Pupils enjoy performing their work to their classmates, and have high levels of confidence because of the encouragement they receive from their teachers.
111. Pupils have good opportunities to listen to the work of well-known composers. Each morning in assembly, music is played as the pupils enter and leave the hall. Pupils quickly identify the music they hear and listen attentively and reflectively. In a lesson seen during the inspection, Year 6 pupils listened well to an extract from 'The Carnival of the Animals', and accurately picked out the various instruments and described the mood the piece conveyed. However, although pupils' experience of appraising music is wide, pupils keep no written records and quickly forget what they have heard.
112. The teaching of music is good and teachers are well supported by a commercial scheme of work which helps them to progressively extend pupils' skills and knowledge. Teachers present lessons enthusiastically and this helps to motivate the pupils and creates a positive working environment. Pupils respond well to their teachers' encouragement which gives them the confidence to explore new ideas, make suggestions, and to perform their work to others. Pupils take part in a wide range of musical activities which are well matched to their levels of ability. Teachers encourage pupils to develop independent learning skills by giving them the opportunity to choose instruments, to work collaboratively in groups and to present their opinions in group discussions. Lessons are of a good length enabling pupils to work on extended projects, and allowing the teachers to present a good balance of composing, performing and appraising activities in each session. The good quality of teaching has a positive impact on pupils' learning, and enables them to make good progress as they move through the school.

PHYSICAL EDUCATION

113. By the end of Key Stage 2, pupils' attainment is in line with national expectations. During the course of the school year a full programme of physical education activities is planned and taught. Pupils of all ages and abilities make satisfactory progress.

Standards have been maintained since the last inspection.

114. A significant number of pupils in Year 6 are proficient swimmers. By the time they leave school most can swim the recommended twenty-five metres, and some can swim well beyond this distance. The majority use a range of recognised strokes including front crawl and backstroke. They develop their diving skills and analyse their own techniques and those of their classmates. Pupils who are less confident in the water receive individual guidance and encouragement in developing personal survival skills and stamina, and this helps them to overcome their fear and to make progress.
115. In games lessons pupils are aware of the need to warm up prior to strenuous exercise. They co-operate well with others when organising and taking parts in games, and opportunities for them to compete in teams against other schools help promote their social skills. Pupils display good skills in ball control when passing and catching, and the higher attainers skilfully execute more demanding moves such as pivoting on one foot when making a pass. Younger pupils develop their games skills through learning netball. They learn to pass, throw and catch on the move. They gain experience of playing in various positions on a team and gain an appreciation of the need to work together for the benefit of the team. Year 6 pupils are currently enjoying taking part in basketball lessons led by professional players. They are making particularly rapid progress in response to the high demands and expectations of their coaches, and thoroughly enjoy the challenge of learning new skills.
116. By the end of the key stage pupils devise and perform dances in response to music. In a lesson seen during the inspection, Year 4 pupils created dance movements to reflect weather conditions such as 'stormy winds.' They interpreted the music well, performing a range of movements at different levels and in different directions, which they then refined and developed into short sequences. Pupils work effectively together in small groups and enjoy performing their work to their classmates. Pupils' movements in dance and gymnastics are often fluent and accurate, although some pupils in most year groups lack poise and confidence.
117. The teaching of physical education is good overall, although in some of the lessons seen during the inspection, the teaching was too prescriptive which prevented pupils from developing their own ideas. The input of professional coaches into some activities is particularly beneficial to the pupils, and significantly advances their learning. Teachers successfully motivate pupils through good use of praise and encouragement and in the best lessons help them to develop their skills by giving suggestions for improvement. Lessons begin and end with appropriate warm-up and cool-down activities, and a good pace is maintained in the main part of the lesson. Occasionally teachers do not give pupils enough opportunities to evaluate their own work and that of their classmates, but in most lessons this is a strong feature.

RELIGIOUS EDUCATION

118. The standard of attainment in religious education at the end of Key Stage 2 is in line with the expectations of the Locally Agreed Syllabus. Pupils' attainment in the knowledge and understanding of religion element of the syllabus is stronger than their attainment in the response and reflection element.
119. By the end of Key Stage 2 pupils have a satisfactory understanding of Christianity and its links with Judaism. They are familiar with the Ten Commandments which they are able to consider in relation to their own lives. Pupils know important figures from both

the Old and the New Testaments and accurately describe the main events in the life of Christ. They recall some of the best known parables, and the highest attaining pupils understand that these contain an obvious superficial message and a deeper meaning. Pupils are aware of religious language and compose meaningful prayers and psalms. Their understanding of religious imagery enables them to liken God to the sun, and also to explain other images such as Jesus as the Light of the World. Pupils are familiar with the use of chapter and verse to find Biblical references.

120. Pupils have a basic knowledge of Judaism and Islam, but their appreciation of the similarities and differences between world faiths is not extensively developed. They are aware of the main features of Judaism, and appreciate, for example, the importance of the Torah and the significance of the Seder Plate. Their knowledge of Islam is more basic but they are familiar with the Five Pillars of Wisdom.
121. Most pupils show good levels of response, and some of their answers to questions posed by their teachers are particularly perceptive. Younger pupils for example explain how water in Baptism can be seen as a means of washing away bad deeds. Other pupils are not as prepared to reflect on aspects of their lives or the symbolism of religion, and this reluctance affects the standards they achieve and the progress they make.
122. The quality of teaching is satisfactory and some good lessons were seen during the inspection. The very good relationship between pupils and teachers encourages a valuable level of discussion. Pupils are given frequent opportunities to express themselves in their own words, and this helps them to consolidate their ideas. Teachers make good use of resources which enhance lessons such as excellent slides from the 'TEAR' fund for a topic on water. There is regular use of information and communication technology to support pupils' learning, and Year 6 pupils in particular make good use of word processing to present some of their work, including their Millennium prayers. Teachers offer pupils a variety of experiences and means of expression. Older pupils put forward the story of John the Baptist as front-page news. In some classes, music is used to create atmosphere and as an aid to concentration. There are significant differences in the approaches and the content of the religious education curriculum between parallel classes in the same year group. Scrutiny of written work also shows that whilst the quantity of work is sufficient in the first half of the year, there is considerably less in the second half in some classes. The school makes good use of its links with the local parish church and other Christian faiths but there have been no visits to local synagogues or mosques. There are regular visits from the local clergy but little contact with representatives of other faiths.
123. The subject is currently under review following the recent introduction of the South Gloucester Agreed syllabus. The scheme of work has been amended and is being implemented but is still in draft form. Arrangements for monitoring and evaluating by the co-ordinator have still to be made. Most topics provide a balance between the two attainment targets identified in the syllabus, but some topics lack coherence and clear intentions. On occasion teaching is not related rigorously to the learning objectives of the Agreed syllabus but is closer to citizenship and social responsibility. There is no provision at present for assessment of attainment and progress in religious education. The co-ordinator has drawn up an action plan for the development of the subject, which includes the introduction of assessment and work scrutiny by the end of the school year.