

INSPECTION REPORT

**ST AUGUSTINE OF CANTERBURY RC
PRIMARY SCHOOL**

Bristol

LEA area: South Gloucestershire

Unique reference number: 109268

Headteacher: Mr P A Upton

Reporting inspector: Mrs Lorna Brackstone
21872

Dates of inspection: 6 – 9 November 2000

Inspection number: 224693

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Bridget Collins
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Lorna Brackstone 21872	Registered inspector	Science History Music Physical education	What sort of school is it? What should the school do to improve further? How well are pupils taught? How well is the school led and managed? The school's results and pupils' achievements.
Susan Pritchard 9519	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
Denise Franklin 24342	Team inspector	The foundation stage Equal opportunities English Art and design	
Amanda Tapsfield 26514	Team inspector	Special educational needs Mathematics Information and communication technology Design and technology Geography	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Augustine's of Canterbury Roman Catholic Voluntary Aided School is situated in an expanding suburb of north east Bristol. It caters for children aged between four and 11 and serves not only the Catholic community but also families of other denominations who seek a caring, Christian environment for their children. The school takes in pupils from a socio-economic background which is broadly average and this includes Pucklechurch, Frampton Cottrell, Yate, Winterbourne and the fast developing local community of Emerson Green; it is vastly over subscribed. The school is about the same size as other primary schools and has 252 pupils on roll. There are roughly equal numbers of boys and girls who are accommodated in one of eight classes. About 94 per cent of pupils are of white United Kingdom heritage and the remainder are travellers, Korean or are either of black Caribbean or African heritage. The percentage of pupils known to be eligible for free school meals is 4.8 per cent and this is below the national average. There are four pupils who speak English as an additional language. The percentage of pupils identified as having special educational needs, including statements, is 10.4 per cent and this is below the national average. The percentage of pupils with statements of special educational needs is 0.8 per cent and this is below the national average. Attainment on entry is just below national averages. The school has recently undergone a major redevelopment of buildings, which was completed one week before the inspection started.

HOW GOOD THE SCHOOL IS

St Augustine's of Canterbury is a very good school. It is effective in achieving standards by the age of 11 that are well above the national average in English and science and above in mathematics. Pupils have very positive attitudes and teaching is very good throughout the school. The school is very well led and managed in a cost effective way. The headteacher, governors and staff all work very well together and have achieved a very good level of improvement since the last inspection. Parents are kept well informed and they give very good support to the school. The school gives very good value for money.

What the school does well

- By the age of 11, pupils are attaining standards in English and science are both well above the national average. Standards in mathematics, art, history and geography are above national expectations by the time that they leave the school.
- Both the leadership and management of the school are very good with staff and governors working very well together.
- The overall quality of teaching is very good.
- The attitudes of the pupils are of a very high standard and relationships within school are high quality.
- Provision for spiritual and social development is very good.
- The school works very closely with parents. They are very involved in the work of the school and they make a very good contribution to their children's learning.

What could be improved

- The extension of the subject co-ordinators role to include the monitoring of the quality of teaching and the sharing of good practice.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996 and has made very good progress since then. Most notable has been the improvement in the quality of teaching from satisfactory to very good and the very good leadership and management of the headteacher and governors. The provision for both design and technology and information and communication technology has been improved very well and now standards in these subjects are in line with national expectations. Planning for the new Foundation Stage is well under way and will be completed with the move to the new purpose built classroom which has an integral outdoor area. Teaching time has been carefully reviewed and planned activities such as

'buddies' and reading groups do not interfere with curriculum entitlement. Many opportunities are given to enable pupils to learn independently and personal development is recorded systematically. The school's displays of pupils' work are of a very high quality and are both shared and valued by all involved in the school and also within the wider community.

STANDARDS

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

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

Key	
Very high	A*
well above average	A
above average	B
Average	C
Below average	D
well below average	E

Inspection findings reflect these Key Stage 2 standards in English and science. Standards in mathematics are improving and, during the inspection, they were judged to be above average. Children start school with attainment just below the national average but achieve very well. By the time that they leave the school at age 11, standards are well above average in English and science and are above average in mathematics, art, history and geography. Standards at the age of 11 are satisfactory overall in design and technology and information and communication technology, music and physical education. Trends over the past four years are of improving standards in the core subjects and this is good. Inspection findings also indicate that at the age of seven standards in reading, writing, mathematics and science are above the national averages and pupils are making good progress in these core subjects. Standards in art, history and geography are also above national expectations. Pupils attain satisfactory standards in design and technology, information and communication technology, music and physical education. Pupils with special educational needs make good progress in relation to their prior attainment. The school makes good provision for both gifted and talented pupils and those for whom English is an additional language and they make good progress. The school sets ambitious targets for overall improvement and is well placed to meet these targets and to improve achievement further.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic about learning and show high levels of involvement.
Behaviour, in and out of classrooms	Good overall. Pupils' behaviour in both lessons and assemblies is very good. Behaviour in the playground is satisfactory.
Personal development and relationships	Very good. The very good quality of relationships is a strength of the school. Pupils are very helpful and show consideration towards each other.
Attendance	Good. Pupils generally arrive on time.

Pupils are very polite and courteous. The good behaviour of pupils makes a positive contribution to the standards achieved and there have been no exclusions. Relationships and responsibilities are very well promoted through the 'buddy' system. Attendance figures have improved significantly in the last year.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
50 lessons observed	Very good	Very good	Very good

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

The overall quality of teaching is very good. In the 50 lessons observed during the inspection, all of the teaching was satisfactory or better. Teaching was good in 52 per cent of these lessons, very good in 38 per cent and 2 per cent were of excellent quality. The quality of teaching has improved significantly since the last inspection and makes a very positive contribution to the standards attained and the quality of education provided. Teachers generally have very good subject knowledge and this is demonstrated through their use of language that is specific to the particular subjects being taught. The skills of literacy and numeracy are taught well throughout the school. Very good teaching is evident in each key stage and the consistently good quality of teaching ensures that most pupils are able to reach their full potential as they prepare for secondary school. Teachers provide good support through well-matched tasks and the good use of the high quality learning support assistants. Pupils with special educational needs and those who use English as an additional language, or are gifted and talented, make progress in line with their peers. This is as a result of effective teaching that takes into account all of their needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. In both Key Stage 1 and 2, the school provides a broad and balanced curriculum that meets the needs of all the pupils. The structure of the curriculum provides interesting and clearly defined learning opportunities that link subjects in a thoughtful and meaningful way. The delivery of the curriculum for the foundation stage is very good overall but planning is still being developed to meet the new national requirements.
Provision for pupils with special educational needs	Good overall. Provision is regularly reviewed and adjustments made in response to identified needs.
Provision for pupils with English as an additional language	Good. Provision ensures that pupils make good progress and are given equal access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual and social development is very good and is a strength of the school. Provision for pupils' moral and cultural development is good.
How well the school cares for its pupils	Satisfactory. The school provides a caring environment and appropriate attention is given to pupils' well being. Monitoring and assessment of academic achievement is satisfactory.

There is a very effective partnership with parents and carers. They are regularly involved in, and contribute to their children's education. There is a good level of support from parents during the school day and for other activities such as curriculum evenings.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school is led very effectively and there are widely shared aims and values. There is a very high commitment to achieving high standards and continuous improvement.
How well the governors fulfil their responsibilities	Very good. The governors support the school very well and fulfil their responsibilities very conscientiously. Financial expenditure is monitored very prudently.
The school's evaluation of its performance	Good. Procedures for self-evaluation are securely in place and are developing well. Monitoring of teaching is undertaken by the headteacher and local education authority advisor but is yet to be evaluated by subject co-ordinators.
The strategic use of resources	Good. Staffing and resources are good and are deployed well. The accommodation is clean and well kept and makes a positive impact on standards and the quality of education provided. The school gives very good attention to obtaining best value for money.

As the large extension to the school was completed one week prior to the inspection, the staff had been unable to move to the new classrooms nor use the purposely-built library and special educational needs room. However, it is very evident that this new accommodation is of good quality and will provide much needed space for both pupils and staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Nearly all parents feel that the teaching is of good quality. They feel comfortable approaching the school with questions or concerns. They believe that the school expects their children to work hard. Their children like going to school. The behaviour of pupils in school is good. They believe that the school is well led and managed. The school helps their children to become mature. They feel that their children are making good progress. 	<ul style="list-style-type: none"> A very small percentage of parents would like to see an improvement in the range of activities provided outside of lessons. A very small percentage of parents do not feel that they are well informed about the progress of their children. A very small percentage of parents do not feel that they school works closely with them.

Inspection findings support the positive views of parents but cannot justify the negative comments. Pupils are provided with a good range of out-of-school activities, which include both sporting and

musical opportunities. Parents are well informed about their children's progress and the school gives them adequate opportunities to discuss this with staff.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children start school at four with a very wide range of abilities but overall attainment on entry is just below average expectations. Good progress is made during the Foundation Stage when the children gain confidence in using their speaking and listening skills and learn to both listen carefully and talk about their experiences. They consolidate their number skills through counting and sorting activities. The vast majority are able to use their fingers to count up to 20 and are able to count backwards from 10. They start to develop their understanding of the world around them and are able to both observe carefully and make suggestions about what they see. For example, they know that bulbs need to have warmth to grow and are developing an understanding of the school environment. They are also beginning to show an appropriate knowledge of past and present events such as birthdays and special events. Children learn to work confidently with scissors and use crayons and pencils well. They learn to use the space in the hall during physical education lessons and a significant number of children are confident using tricycles and bikes. They enjoy playing with their classmates in the role-play area and use different colours of paint effectively to make pictures, for example, of their mums. Children also sing songs and rhymes tunefully.
2. In the 2000 National Curriculum tests at age eleven, pupils' overall performance in English was well above the national average. In comparison with similar schools, pupils' performance in English was above average. This particular cohort had also maintained these high standards since they were tested at the age of seven. Inspection findings confirm that there are very high standards in English. Pupils speak and listen very well in a wide range of contexts. The majority of pupils are able to read with both fluency and expression. They are knowledgeable about a wide variety of different authors and confidently discuss the books that they have read. Pupils confidently know how to use the library in school to find information and have developed good research skills. They write for a wide variety of purposes across the curriculum and use correct punctuation.
3. In the 2000 National Curriculum tests at age eleven, pupils' overall performance in mathematics was close to the national average. In comparison with similar schools, pupils' performance in mathematics was below average but this particular cohort had made satisfactory progress since the age of seven. Inspection findings indicate that there has been a significant improvement in standards in mathematics and they are now above average. This is as a direct result of the national numeracy strategy and the good quality of teaching in this subject. By age eleven, most pupils have a good understanding of place value and competently use a variety of mental and written methods to solve number problems. They construct and interpret line graphs and use pie charts to analyse data.
4. In the 2000 National Curriculum tests at age eleven, pupils' overall performance in science was well above the national average. In comparison with similar schools, pupils' performance was above the average with pupils maintaining these very high standards since the age of seven. Inspection findings confirm that standards are very high. By age eleven, pupils have a good knowledge of the human body and use technical vocabulary to discuss circulation and describe the skeleton. They have a good awareness of the importance of a healthy diet and understand which foods

provide the body with energy. The majority of pupils are able to plot the results of their investigations on simple graphs or tables, which they use to interpret patterns in their findings.

5. Trends over time are positive. The National Curriculum tests at age eleven indicate that during the period from 1998 to 2000, the performance of the pupils exceeded the national average for their group in all the core subjects of English, mathematics and science.
6. In the 2000 National Curriculum tests at age seven, pupils' overall performance in reading was above the national average. In comparison with similar schools, pupils' performance was close to the national average. Inspection findings endorse these good standards. By seven, the majority of pupils are able to read books with developing accuracy and use appropriate methods to work out unknown words.
7. In the 2000 National Curriculum tests at age seven, pupils' overall performance in writing was above the national average. In comparison with similar schools, pupils' performance was close to the national average. Inspection findings confirm these good standards. By age seven, pupils write legibly and use both full stops and capital letters confidently in sentences.
8. In the 2000 National Curriculum tests at age seven, pupils' overall performance in mathematics was above the national average. In comparison with similar schools, pupils' performance was close to the national average. Inspection findings endorse these good standards. The majority of pupils are able to count up to 100, they know their two, five and ten times tables and recognise common two-and three-dimensional shapes. Mathematical language is used with confidence.
9. In the 2000 teacher assessment tests for science at age seven, pupils overall performance was both above the national average and in comparison with similar schools. Inspection findings reflect these good standards and indicate that more pupils achieving levels higher than those expected for pupils of this age. By the age of seven, pupils are able to distinguish between living and non-living and understand that the human body needs a mixture of different foods to keep healthy.
10. Standards over time at age seven are good. From 1998 to 2000, the performance of the pupils in reading, writing and mathematics exceeded the national average.
11. Pupils in both key stages are achieving well in English, mathematics and science because they are taught well and are given demanding work. They are now doing better in mathematics because of the good impact that the National Numeracy Strategy has had upon the planning and consistent delivery of the subject. Pupils requiring additional help have also been targeted for additional support.
12. At the end of both key stages, pupils attain above the expected standards in art, history, and geography. Pupils make good progress in these subjects; for example, by the age of 11, pupils have developed their observational skills well in art. They gain good levels of geographical knowledge through extensive fieldwork activities and have a good understanding of how history is interpreted. Standards in design and technology, information and communication technology, music and physical education are in line with expected standards at the end of both key stages. In the last inspection standards in both design and technology and information technology were considered unsatisfactory and this represents a significant improvement since then.

13. Pupils with special educational needs are well supported, particularly in literacy and numeracy and they make good progress in relation to their prior attainment. The school also carefully identifies the needs of both gifted and talented pupils and those for whom English is an additional language. The school makes appropriate provision for them and they are supported well.
14. Literacy, numeracy and information and communication technology skills within the curriculum are all used appropriately. The school has set ambitious targets for overall improvement. Analysis of pupils' previous and current achievements have enabled the school to set targets which are realistic but challenging. The school is well placed to meet these targets and to further improve attainment and progress.

Pupils' attitudes, values and personal development

15. The previous inspection found pupils' attitudes to their learning to be good. Current findings show the attitudes of pupils have improved across the school and they are now very good. Pupils have a good understanding of the link between positive attitudes and good progress. Almost all willingly attempt the task set for them, whatever the level of challenge it presents. Examples of pupils losing concentration and employing time wasting tactics are rare. All pupils, including those with special educational needs and those for whom English is an additional language, respond particularly well when the work is explained to them in an enthusiastic and lively manner, well matched to their ability and suitably challenging. This was exemplified in a Year 5 mathematics lesson, where the teacher skilfully engaged all pupils into a lively session of identifying regular and irregular polygons. This was achieved by using the right balance of demonstration, games and the pupils' own findings to make learning clear-cut and fun. Because of their enthusiasm, all pupils made very good progress in the lesson.
16. Pupils with special educational needs are positive in their response both to class work and to the work they undertake with the special needs co-ordinator or their learning support assistant. They work hard and collaborate well with their classmates. Other children give good support to their peers with special educational needs, taking trouble to include them in group activities.
17. The school very successfully promotes a climate of co-operation and friendliness amongst pupils, including the tiny minority who at times have found it harder to sustain positive relationships. Their efforts are rewarded by the very good relationships in school, which have improved since the last inspection. Pupils of all abilities and ages form friendly and supportive relationships with each other and there is a very good rapport between pupils and staff. Pupils respond particularly well to their teachers who have high expectations of their capabilities and their potential. They know their strengths well and support their weaknesses. The school is particularly successful in providing activities that motivate and enthuse even the most hesitant learner. There are frequent instances in lessons where the strong and positive relationships have helped promote an 'I can do that' attitude amongst the pupils. For example, in a Year 6 science lesson, pupils worked together exceptionally well. They used both commonsense and maturity to investigate and predict the affects of exercise on lung capacity by way of a simple blowing activity which involved moving paper fish along a board.
18. The behaviour of pupils is good. In the playground it is satisfactory but in lessons and assemblies it is very good. Rarely do pupils take advantage of any gaps in the teacher's control of the class. The school's good procedures for behaviour

management successfully prevent any pupil who behaves in an unacceptable way from impinging upon the learning of others. All parents spoken to during the course of the inspection were satisfied with the good standard of pupils' behaviour in school. Pupils are very good at exercising the right amount of self-discipline to behave at their very best in assemblies and when given the responsibility of representing their school in public. Individually they are keen to talk and learn from the adults they meet during the day. The high levels of discipline are having a beneficial effect on teaching and learning. No pupil has ever been excluded from this school.

19. With little intervention from their lunchtime supervisors, pupils behave maturely in the dining hall and demonstrate good social skills. The high standard of pupils' behaviour in lessons results in the school having high expectations of their maturity and responsibility in the playground. Whilst the majority of pupils respond to this level of trust and play happily together at break-times, some, particularly the older boys, engage in a rather too boisterous level of play which their lunchtime supervisors find difficult to manage.
20. Pupils' show a very good level of personal responsibility and use their initiative well. Their capacity for independence and personal study is very well developed through school clubs, educational visits and paired pupil 'buddy' activities. Parents also play their part, supporting and encouraging their children's revision and personal study at home. In school, the carefully planned lessons enable pupils to contribute their own thoughts, ideas and methods of working.
21. Pupils talk with delight about their personal experiences of learning journeys and visits. They participate enthusiastically in the good range of extra-curricular activities, which help them acquire and develop new skills in sport, music, art and craft. When working with their younger 'buddy', the older pupils explain and discuss school procedures and practices with a keen sense of responsibility for their younger friend. Pupils respond positively to the opportunities they have to assist the smooth running of the school. They carry out their tasks diligently with minimal reliance on adults. Amongst their other duties, Year 6 pupils proudly show the attractions of their school to visitors and parents on open days, thus recognising their role as principally one of assisting others. Pupils show they can organise their free time to complete the homework activities they are set.
22. There are frequent examples of pupils operating and thinking independently in lessons, particularly when they are required to act and respond quickly as in, for example, their daily sessions of mental mathematics. Pupils very confidently raise points or ask questions to help them extend their knowledge and understanding of a topic. Their perceptive thoughts and comments often enliven lessons.

23. The attendance of pupils is good, having improved since the last inspection and significantly over the last year. The level of attendance is now above that achieved locally and nationally. Pupils are usually only absent because of illness and their punctuality is good. New procedures for late arrivals have resulted in a reduction in unauthorised lateness. Steps taken by the school to dissuade parents from taking pupils on holiday during term time have helped reduce the number of authorised absences. Registers are called and marked strictly in accordance with statutory requirements.

HOW WELL ARE PUPILS TAUGHT?

24. The quality of teaching is very good overall because teaching is consistently good or better throughout the school. In 52 per cent of the lessons observed the teaching was good or better. It was very good in 38 per cent of lessons and 2 per cent was of excellent quality. No unsatisfactory lessons were observed. Overall, the quality of teaching has significantly improved since the last inspection when it was judged to be satisfactory. In all lessons pupils learn effectively acquiring new skills and consolidating previous learning.
25. The teaching of those children in the Foundation Stage is very good overall. During the inspection 71 per cent of lessons were of very good quality and this reflects the very high quality of teaching in this key stage. Teachers and learning support assistants' work very well as a team and give a high priority to the children's development. They have a very good understanding of the knowledge and understanding of the ways in which young children learn and are sensitive to their individual needs. The staff work hard to provide an appropriate and stimulating range of learning activities. The response by the children is very positive; they are interested in their work and concentrate well. This is clearly evident in their independent activity sessions when they are all very actively involved. As a result, children are well motivated and they make good progress in their learning. For example, in a numeracy session in the Reception class, the children were independently seeking out their required resources. The lessons are conducted in a calm, orderly manner and the children are managed very well. However, although assessment procedures are good, planning procedures for the Foundation Stage are still being developed.
26. All of the teachers in the school have a thorough knowledge of the requirements of the National Literacy Strategy. The skills of literacy are taught well. They prepare their work thoroughly and identify precise learning targets that are conveyed to the pupils. This results in the pupils knowing what is expected of them. The teachers are skilled in asking questions that require pupils to think carefully before they answer and very good use is made of the learning support assistants to ensure that all pupils gain equal access to the lesson. The questions develop pupils' understanding of the shared text and the group tasks are carefully matched to their abilities. Pupils' self-confidence improves when they are praised and encouraged. For example, in a high quality lesson in Year 5, the teacher used pupils' work to illustrate teaching points and through this their efforts were valued. Higher attaining pupils are encouraged to work at their own level and achieve good levels of understanding. The teachers' competency in teaching letters that represent sounds is good and key words are taught systematically in all classes. This was very well illustrated in a Year 1/2 literacy lesson for lower attaining pupils where very good resources had been selected to help pupils learn to spell words. Overall, the pupils work at a good pace during the literacy sessions and their concentration is maintained throughout the lesson. Teachers generally have very high expectations of behaviour and pupils respond appropriately

when working in groups. Work is carefully planned and activities match the needs of the pupils. Both teachers and all classroom assistants support the different groups well.

27. The teachers have a very secure knowledge and understanding of the subjects they are required to teach and this demonstrated in the range and the quality of the work that is produced by pupils. A particular strength of the teaching is the good use of cross-curricular links to promote different topics. For example, pupils in Year 6 study the human body in science but link it appropriately with their physical education lessons where they learn the best ways to keep fit and analysis the effect of exercise on both their heart and lungs.
28. Teachers make good use of the objectives listed in the National Numeracy Strategy. Their planning is thorough; in most lessons the pupils are given challenging tasks and support from classroom assistants is always good. For example, in a good lesson for Year 4 lower attainers, pupils were able to work well on a task that involved the use of a television guide. They were able to work out programme times because of the high quality intervention by a learning support assistant. The teachers always begin with carefully directed, whole class teaching and use well focused questions. These enable them to check the level of the pupils' understanding. This is followed by small group, and on occasions, individual work that is matched carefully to the learning targets. The pupils are almost always required to work at a brisk pace. However, lesson objectives are not always shared with the pupils nor used to assess what they have understood at the end of a lesson. An analysis of pupils work throughout the school also indicates that not all teachers expect enough of the higher attainers.
29. There is very good teaching in all subjects. During the inspection, 84 per cent of lessons in Key Stage 1 were graded good or better with half of these being of very good or excellent quality. In Key Stage 2, 96 per cent of lessons were good or better with about one third of these being of very good quality. In almost all lessons the teachers' expectations of high standards of discipline contributes to the good progress made by the pupils. There is generally a calm and purposeful atmosphere in most lessons. Pupils quickly settle to work and maintain their concentration, even when not directly supervised. The rate and pace of learning is good. They are motivated by the level of teaching, concentrate well and improve their skills. The knowledge and understanding of the teachers is good. The pupils are given good feedback on how they are doing and how to improve, both as they work and through comments in books.
30. Pupils are given good opportunities to use their skills in literacy in history and numeracy is promoted well in both geography and science.
31. Pupils with special educational needs, and those who use English as an additional language, make good progress as a result of effective teaching that takes into account all of their needs. Teachers provide good support for learning through well-matched tasks and the good use of the high quality support assistants. The teaching of pupils with special educational needs is always good and often very good. Teachers plan work according to the prior attainment and aspects identified within a pupil's individual education plan are met well. The teaching by the special needs co-ordinator is very good, with work tailored to the individual needs of the pupils concerned. Pupils with specific physical needs also make good progress through the support of designated assistants and the school's commitment to inclusion. For example during dance lessons, if there are pupils in wheelchairs they may also join in with the activities. This

is made possible through the very good interaction of learning support assistants. Pupils with emotional and behavioural difficulties also receive specific help.

32. Homework is set throughout the school, with the emphasis initially being on reading. It is used well to extend what is learned in school, especially in Key Stage 2.

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

33. The qualities and range of opportunities are satisfactory in the Foundation Stage with ideas from the new curriculum developing well. The school plans a well-balanced and broad curriculum for both Key Stages 1 and 2 and statutory requirements are met. It provides a rich range of opportunities, which excites pupils of all ages, interests and abilities, and encourages them to be involved in their own learning. Pupils with special educational needs are cared for very well and their learning needs are addressed successfully.
34. A key issue at the time of the previous inspection concerned meeting the statutory requirements of the National Curriculum in design and technology and information and communication technology. In information and communication technology the school has made excellent progress and now meets requirements in full. The school has made very good progress in provision for design technology and this now meets requirements. Additionally, the school has ambitious plans for the development of its provision for both subjects with the creation of an information technology suite and a technology room.
35. Strategies in place for teaching Literacy and Numeracy are good and have a positive influence on pupils' attainment in English and mathematics.
36. There is a good range of extra-curricular activities that enhance the quality of education for those who participate. These include a range of sporting activities such as netball and football, as well as musical groups for choir and recorder. Arrangements for individual music tuition include opportunities for pupils to learn the violin. The mosaic club has produced a delightful set of mosaics portraying events of religious significance. The school has performed well in inter-schools competitive sports and regularly undertakes musical performances for parents. The prescribed curriculum is enhanced by regular trips to a range of localities that support pupils' learning, such as to local museums, castles and residential field trips. Local theatre groups visit the school, working with pupils to develop an understanding of Shakespearian drama or to develop drugs awareness. As part of its millennium celebrations all classes designed and created banners that have been displayed in the Millennium Dome as well as in local theatres and centres.

37. The school satisfactorily ensures equality of access and opportunity for all its pupils through its mission statement, which is evident in the ethos of the school. The issue of entitlement identified in the previous report has been suitably addressed by providing support within the classroom for pupils who are experiencing difficulties in learning and for hearing pupils read.
38. The curriculum for pupils with special educational needs is good overall. The work undertaken by the special needs co-ordinator follows that detailed in their individual education plans. These focus on reading and spelling and include detailed mathematics targets as well. The curriculum for pupils with special educational needs within their classes is tailored to promote their understanding of the work addressed. The learning support assistants work effectively with the pupils assigned to them as well as with those close by, promoting the full involvement of their pupils in group activities. The timetabling of withdrawal provision compromises the full access to a broad and balanced curriculum for a very small number of pupils. The special needs co-ordinator is aware of this and is exploring ways to address this issue without reducing the benefits of these very good focused sessions.
39. There are currently four pupils in the school who have English as their additional language. The school is working very hard to meet their needs, even though there is no funding at present from the authority to support them. They are making good progress in their learning.
40. Good provision is made for personal, social, health and moral education, including sex education and the consideration of the use and misuse of drugs. The scheme of work is balanced and gives straightforward guidance to staff on the approaches suitable for the different ages of pupil. Pupils are given opportunities to learn the necessary knowledge and skills for making informed decisions about healthy living.
41. The community makes a good contribution to pupils' learning. Through the encouragement of parents, extensive contribution has been made by local businesses to the different school activities. For example, a local company specialising in scientific instruments has brought to school and demonstrated an electron microscope to pupils. Pupils enjoy good links with the community, visiting the senior citizens home and contributing to the work of a centre for the homeless in Bristol. The school has very close links with their church, which welcomes the pupils' interest and involvement in a range of devotional activities.
42. Links with partner schools are good. The playgroup shares the site and its staff has recently begun to share their curriculum planning with the Reception class teachers. The good relations between the two groups promote effective transfer for those pupils who choose to move on to the school and give pupils the chance to meet with their new teachers before they start school. Links are also good with the receiving secondary schools. Older pupils visit the local secondary school for sample lessons, and staff receive extensive support in particular with reference to developments in mathematics, science and technology.
43. Provision for pupils' spiritual, moral, social and cultural development is good overall. It is very evident that this is a happy school that promotes a caring ethos for all within its community.

44. Provision for pupils' spiritual development is very good. The daily act of collective worship makes a powerful contribution to pupils' spiritual development and class as well as whole-school assemblies encourage children to respect and be sensitive to the beliefs and feelings of others. Pupils were observed sharing generously in the successes of their classmates. Their awareness and appreciation for the wonders of creation are evident around the school and this is illustrated by art works such as a Creation quilt made by one class and another quilt celebrating the range of animals around the world. Pupils also regularly write prayers and thank God for his many gifts.
45. The provision for pupils' moral development is good. The school provides a strong moral code, and staff are good role models for pupils. Many aspects of life in the school give strong support to the teaching of the principles that distinguish right from wrong. For example, within its good pastoral policies, the school has identified a need to help pupils evaluate what they read in magazines or watch on television, assessing and evaluating these against their own values and beliefs. The school fosters moral values such as honesty, tolerance and respect for one another.
46. The provision for pupils' social development is very good. The school has a good, systematic approach to managing behaviour and has sound policies on how to deal with bullying and harassment, which are applied well. Relationships between staff and pupils are very good and staff encourage pupils to relate positively to each other. Pupils of all ages contribute to the school community, taking responsibility for a range of jobs both within their classes and around the school. The school's 'buddy system' seeks to guide children in their caring for one another and is a very effective way of encouraging older pupils to develop an awareness of those younger than themselves and how best to support them. The school has a regular charity support programme. Events throughout the year are planned to raise funds for a range of charities, both local and overseas. Produce offerings from the Harvest Festival regularly go to support the work of a night shelter for the homeless in Bristol.
47. The provision for pupils' cultural development is good. The school makes very good provision for the development of pupils' understanding and appreciation of their own culture, studying a range of western artists within the art curriculum such as Monet, Turner, Klee and Hockney. Display around the school celebrates pupils' own art and its contribution to their school community. In English, pupils consider a range of good quality children's texts and authors. In music, they have opportunities to learn about the work of famous composers such as Gustav Holst. Extra-curricular activities enhance the provision through visits as does visitors into school. For example, a visit to the school from the Bristol Old Vic theatre school extends pupils' understanding of the literature they have studied and the annual residential visit for Year 6 pupils gives them good experience in being independent.
48. The school is also very effective in promoting pupils' understanding of other cultures. This is developed within geography where they study communities in India and Manaus in the rainforests of Brazil. In art they study a good range of other cultures, considering African, Inuit, North American Indian and aboriginal art. The school has been less effective in developing an understanding of Britain as a multi-cultural society and has yet to make good use of the wide range of cultures already represented within their school community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The school provides a satisfactory level of care for its pupils. Parents have a great deal of confidence in the staff who all show a genuine interest and concern for the pupils' personal needs. Pupils know they can turn to any member of staff for support. The trust they have in the security and support they receive helps them concentrate on their learning. Although there are good and some very good procedures to monitor and promote the good behaviour evident amongst pupils in lessons, there is a lack of awareness amongst some of the lunchtime supervision staff as to how to promote an equally high standard of pupil behaviour in the playground.
50. Pupils are provided with an effective level of support and advice through the good procedures to monitor their personal development. The very good examples set by staff in their relationships with both each other and their pupils, underpins the progress made by the pupils in their personal and social development. It also helps the school acquire an informed view of the pupils' personal circumstances. Teachers listen patiently to pupils' oral responses in the conversations they have with them so that they can acknowledge and rectify their mistakes and misunderstandings. The school is particularly successful in settling in its new arrivals, pairing them up with an older 'buddy' pupil for guidance and support. Strong emphasis is placed on furthering pupils' personal and social skills and helping them think and make decisions for themselves. Teacher intervention at appropriate points in lessons and assemblies contributes to raising the pupils' self-esteem by making them aware and proud of their individual achievements. Pupils have opportunities in lessons to discuss and negotiate ideas and initiatives with their teachers, which they do with a fair and reasoned sense of responsibility for themselves and others. Teachers make effective use of the information they have acquired on the pupils' personal and social development to provide evaluative comment to parents at consultation evenings and in the annual reports on the pupils' progress at school.
51. The school is effective in identifying pupils with learning difficulties soon after entry to the school. Good attention is paid to the Code of Practice for special educational needs and good care is taken of the pupils with learning difficulties. This enables all pupils to be fully integrated in every aspect of school life and has a positive impact on their attainment and personal progress. Staff are quick to identify needs as they arise and monitor pupils' progress well. The special needs co-ordinator undertakes well-planned assessment of pupils learning needs and uses the information gained very effectively when planning individual education plans in partnership with class teachers
52. There are good procedures for monitoring and promoting pupils' good behaviour and attitudes in school and these have improved since the last inspection. The school operates a structured system of rewards and sanctions through which it successfully manages the behaviour of its pupils. Pupils are encouraged to care for each other and show kindness and tolerance to all individuals. In this respect, pupils are developing a good sense of equality and fairness in their dealings with each other. Almost all parents at the meeting or responding to the questionnaire agreed that the school manages the behaviour of pupils in an appropriate and effective way. The lunchtime supervisors exercise a satisfactory level of pupil control in the playground, although managing pupils' behaviour is mostly left to the teaching staff. The teachers follow clear procedures to ensure incidents such as bullying and harassment, on the rare occasions they occur, are dealt with effectively and consistently. Records are kept and used well to reduce the likelihood of such behaviour recurring. Parents are reminded of the school's policy on behaviour through the home/school agreement. Teachers regularly praise and openly recognise those pupils who behave or act

particularly well. These procedures help all those connected with the school understand what is expected in terms of good behaviour and how it contributes to the smooth running of the school.

53. There are good procedures for monitoring and promoting good attendance and punctuality in school. The procedures have proved effective in reducing the previously higher than average incidence of pupil absence. Parents are now more inclined to notify the school when their child is absent and are beginning to take heed of warnings not to take pupils on holiday during term-time. The recently introduced system of parents signing in their own late arriving child, has changed the previously relaxed attitude of some towards the importance of their child's good punctuality and attendance. The registers provide a clear record from which the educational welfare officer can easily identify concerns and take appropriate action to quickly get pupils back into school on a regular basis. Governors are currently looking at how the school can usefully check on pupils who have not arrived by a certain time. The school keeps a detailed record of pupils who leave the premises before the end of the school day.
54. Although the designated member of staff dealing with child protection issues has undergone training for her role, the lunchtime supervisors have only basic knowledge of what constitutes good practice in this area. This is a minor weakness which the school plans to address by providing the necessary training. A positive aspect is the sensitive handling of sex education and drugs education taught in science, health and religious education lessons across the school. These help raise pupils' awareness of how to look after their bodies. Parents spoken to during the inspection had not themselves been consulted or made aware of the content and plans for these lessons but nevertheless trusted the school to provide sensitive and supportive teaching of the issues involved.
55. Procedures for promoting pupils' well-being and health and safety are satisfactory overall. Although there are no strict procedures applying to the risk assessments carried out each term by staff and governors. The assessments are sufficiently thorough to identify areas of potential major risk such as fire. Assessments are made of the condition of the school site and buildings and governors weigh up the individual risk element when deciding on the order of priority for work that needs to be done.
56. Procedures for administering first aid are satisfactory with the majority of staff and some of the older pupils having been trained in basic first aid and emergency aid procedures. However, no staff member has undergone the more thorough and comprehensive First Aid at Work training that provides the customarily recognised statutory certification. The office staff keep a record of the more serious injuries and accidents involving pupils although this does not always record the subsequent contact made with the parents of the sick or injured child. The small office doubles up as a first aid room but offers little in the way of comfort and privacy when pupils are unwell or injured. The issue of providing up-to-date first aid training was identified in the last inspection but has yet to be dealt with conclusively. The governors plan to address this area of weakness by appointing a fully trained welfare assistant.

57. Procedures for assessment are satisfactory and the school has successfully addressed the issue of inconsistent record keeping. A recently reviewed policy clearly sets out the procedures for assessing an individual pupil's attainment. Each pupil has a pupil profile, which includes a record sheet completed annually, building up a profile of social and academic achievement. Other information is added to each pupil's profile, including some samples of their work, reading records, and optional test papers. However, these samples of pupils' work do not indicate the National Curriculum level of attainment. Teachers do meet regularly to look at samples of work in English, mathematics and science to agree on the level of that piece of work against National Curriculum levels of attainment and these are kept in the school portfolios. This exercise is also effective in demonstrating progression of skills in each subject and to ensure consistency of expectations. Individual teachers keep their own detailed records of spelling tests, other assessments and make good use is made of the assessment tasks linked to the mathematics scheme. However, the school has yet to develop a system for recording individual attainment in science, except the teacher assessments at the end of each key stage and in non-core subjects.
58. All information gathered is used effectively to guide planning and help teachers to meet the needs of the pupils. It is used satisfactorily to set targets and to identify specific areas within the curriculum for improvement. For example, in English, as a result of standardised test results, the school has decided to place a higher emphasis on writing. Marking is positive and satisfactory overall but does not give the pupils any indication of what he or she needs to do to improve. The school has satisfactory systems for reporting to parents on the progress made by their child, including meetings with teachers and written reports, which include future individual targets. Parents are happy with these systems and feel that they are very well informed about their child's progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. Good progress has been made in developing the satisfactory partnership with parents evident at the time of the last inspection. The partnership is now very good and parents play an important role in the life of the school. They provide a network of support for each other and for the school. The annual lunches arranged for the parents of the paired pupil Reception and Year 6 'buddies' have added an excellent dimension to existing systems of support. The effectiveness of the school's links with parents is now very good as is the impact parents make on the work of the school and their contribution towards their children's learning. The quality of information provided for parents, particularly about pupils' progress, has improved and is now good. As a result, parents have a very good view of what the school provides for their children.

60. The parents' meeting with the inspectors and the parents' questionnaires provided clear messages of support for the school and these were echoed in many of the comments made by parents interviewed during the week of the inspection. In almost all instances of parents expressing a negative view, there was a contrary a more commonly and widely held positive view from other parents. The exception to this was the view of two or three parents that insufficient written information is provided about what is being taught. Although the school has made progress in this respect by providing information by way of a governor supported curriculum workshop for parents, there remains a lack of emphasis in written communications to parents about what pupils are and will be learning in school.
61. The involvement of parents in the provision for special educational needs is good. Individual education plans are shared with parents, who contribute to the review of targets and the setting of new ones.
62. The quality of other information available and presented to parents is of a good standard. Parents take a keen interest in their children's progress at school and cite homework, hearing reading and conversations with teachers as some of the ways in which they keep themselves informed about their child's progress and learning. Parents particularly welcome the regular opportunities they have to work alongside teachers in school. The highly successful 'Hearing Reading Team' provides an excellent opportunity for parents to gain an insight and much clearer understanding of how to help their children progress both at home and at school. Parents of pupils with special educational needs are fully involved in a partnership to support their children. The end of year reports on pupils' progress meet statutory requirements and include a number of useful indicators to parents on what their child needs to do to improve. Although there is space for parents to add their written evaluations of the report, the opportunity is not extended to their child, which to some extent is a missed opportunity for adding to the useful dialogue between parent, school and pupil. Parents and teachers make effective use of the termly parent/teacher consultation evenings. The current edition of the school prospectus and the governors' annual report provide all the information that must be given to parents by law. The school appreciates the input of parents on school policies and formally canvasses their views on these through questionnaires and informally at meetings and events organised by the 'Parents, Teachers and Friends Association'.
63. The contribution of parents to their children's learning at school and home is very good, as is the impact of parents' involvement on the work of the school. A higher than average number of parents took the time to return the pre-inspection questionnaires giving their views on the school. The parents' positive response to the school's undertaking to improve attendance is evident in the much-improved figures for the current year. Parents help to maintain the high standard of pupil behaviour in school by praising their children when they bring home special certificates for good work and attitudes. Parent/teacher consultation sessions are very well attended and parents give enthusiastic support at all events involving their children. By showing a keen interest in these occasions, parents promote a strong feeling amongst their children that their schoolwork is valued and individual success is attainable. This has a very firm and positive impact on the pupils' attitudes to their learning.

64. A large number of parents respond positively to the school's requests for help in classes or on educational visits out of school. Parents have exceptional fund-raising abilities. Many give freely of their time and expertise to fundraising events and social activities and regularly raise many thousands of pounds. The money is spent on a range of additional resources in school, many of which could not be easily funded from other sources. Most parents feel that the amount of homework provided is generally appropriate for the age of their children. Parents provide a high level of support for their children's education at home by helping with reading, spelling, mathematics and tables, information and communication technology studies and project work. The assistance given by parents to the work of the school is very good. It has a very positive impact on the pupils' personal, social and academic development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. The leadership and management of the school are very good. The headteacher provides very strong leadership in all aspects of the school's work and is well supported by the deputy head teacher. He has a very clear vision of the purpose of education and the direction of the school and is very committed to achieving high standards. The headteacher is a very effective manager of the school and has a full commitment to further improvement.
66. The school has a clear sense of purpose in meeting its aims, values and policies. The aims are reflected in the day-to-day life of the school and are understood by all. The school has a very positive climate for learning based on consistently high expectations of behaviour, very good relationships and very positive attitudes. It consequently provides a stimulating, secure and happy environment.
67. There are satisfactory procedures in place for monitoring and evaluating teaching. Both the headteacher and the local education authority advisor regularly observe teaching and staff are involved in monitoring planning, work sampling and agreement trailing. The curriculum co-ordinators' roles have developed well. They have a good oversight of their subjects and their knowledge of standards is of a high standard. They manage budgets efficiently and provide a very good level of advice, support and guidance for their colleagues. Co-ordinators of the core subjects of English, mathematics and science also make good use of performance data to evaluate trends and weaknesses. However, co-ordinators are not involved in the monitoring and evaluating of the quality of teaching and this is an area that needs attention.
68. The management of the provision for pupils with special educational needs is very good. The new co-ordinator is very knowledgeable and has established very good working relationships with colleagues. All the paperwork is designed to be manageable and useful whilst meeting the requirements of the Code of Practice for pupils with special educational needs. This ensures that pupils needs are met effectively with the minimum of administration time.
69. The governing body works very hard and supports the school effectively. It is very well led by the chairperson and the vice-chairperson, who are both well informed and organised. Roles and responsibilities have been clearly defined, terms of reference agreed and there are regular meetings of key committees. The governors are effectively involved in the school development planning process and they have a very good understanding of the school's strengths and weaknesses. The governing body are aware of their statutory requirements and all governors have links with both

specific areas and classes. There are two governors for special educational needs and they have a very clear understanding of the role and are very supportive to both staff and pupils.

70. There is very good management of the school budget. The governors and staff work together closely to identify the needs of the school and plan the budget accordingly. Financial planning is firmly linked the priorities identified in the school development plan and the school evaluates the effectiveness of all decisions made. The governing body receives regular reports from the finance committee and analyses them carefully. Specific grants are used very well and this is exemplified in the new building that has just been completed. The school administrative officer ensures that all day-to-day procedures run very smoothly and that the headteacher is well informed.
71. Resources are used effectively and best value is sought on all purchases. The very effective leadership and management have been responsible for the very significant improvements that have been made since the last inspection. Taking into account the way in which governors, headteacher and staff work together and the school's success in raising standards and exceeding its own targets in national test results and the capacity for further improvement is judged to be very good.
72. The number and qualifications of the teaching staff are well matched to the demands of the curriculum. Staff support makes a very good contribution to the work of the school. The school successfully manages staff development and both newly qualified teachers and students in training are well supported.
73. The quality of the accommodation that was in use during the inspection is satisfactory and provides a range of facilities that enable the effective delivery of the National Curriculum. The new extension to the school is of good quality and includes a specialist room for special needs teaching and a central library. There is an attractive and spacious hall, which is used for assemblies and other activities. There are two small central areas for information and communication technology and this enables group teaching to take place. The outside area is satisfactory and includes both a field and hard surface playing area. There is a new covered area outside for the provision of outdoor play in the Foundation Stage. This is already beginning to have a very good impact on the learning opportunities for these young children. The school caretaker maintains the buildings to a good standard.
74. Resources are good overall. The school has a satisfactory range of resources for special educational needs. Visitors to school help to broaden the learning experiences and the local environment is used effectively as a resource for learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to further improve standards of attainment and progress, the headteacher, staff and governors should;

Develop a shared understanding of good practice amongst the teaching staff by:

- agreeing a common format for the evaluation of teaching throughout the school. (paragraph 67)
- introducing consistent methods to monitor and evaluate the quality of teaching by subject co-ordinators. (paragraph 92, 101, 107)

In addition to the key issue above the following should be considered for inclusion in the action plan:

- ensure that lunchtime supervising staff are trained appropriately in child protection procedures, behaviour management and first aid. (paragraph 49, 54, 56).
- develop an understanding of Britain as a multi-cultural society by making good use of the wide range of cultures already represented within the school community. (paragraph 48).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	38	52	8	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		252
Number of full-time pupils eligible for free school meals		8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		27

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence	%
School data	6.1
National comparative data	5.4

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	20	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	16
	Girls	21	21	21
	Total	38	38	37
Percentage of pupils at NC level 2 or above	School	93 (95)	93 (89)	90 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	21	21	21
	Total	39	39	39
Percentage of pupils at NC level 2 or above	School	95 (89)	95 (92)	95 (92)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	12	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	11
	Girls	15	14	14
	Total	23	22	25
Percentage of pupils at NC level 4 or above	School	85 (91)	85 (71)	93 (91)
	National	70 (71)	69 (69)	78 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	9
	Girls	15	14	15
	Total	21	23	24
Percentage of pupils at NC level 4 or above	School	78 (82)	81 (82)	89 (91)
	National	67 (68)	69 (69)	75 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	201
Any other minority ethnic group	9

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	28.9:1
Average class size	31.8

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	141

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
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	460,776
Total expenditure	467,754
Expenditure per pupil	1,842
Balance brought forward from previous year	58,451
Balance carried forward to next year	51,473

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	252
Number of questionnaires returned	185

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	4	0	0
My child is making good progress in school.	61	33	3	0	3
Behaviour in the school is good.	54	40	4	1	1
My child gets the right amount of work to do at home.	41	49	9	0	1
The teaching is good.	62	37	1	0	0
I am kept well informed about how my child is getting on.	41	46	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	68	29	3	0	0
The school expects my child to work hard and achieve his or her best.	69	29	1	0	1
The school works closely with parents.	53	34	11	0	2
The school is well led and managed.	63	32	1	0	4
The school is helping my child become mature and responsible.	58	37	2	0	3
The school provides an interesting range of activities outside lessons.	37	44	13	2	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

76. Children are admitted to the reception class in the September following their fourth birthday. There are currently thirty-six children of this age, twenty-eight are in a single age reception class and the rest are with a group of younger year one pupils. All reception age children have some of their mathematical and language and literacy lessons together. There has been a significant improvement in the quality of provision since the previous inspection and the early years co-ordinator is working very closely with the organisers of the local playgroup to ensure that the children receive a balanced foundation curriculum. The very recently completed classroom and covered outdoor area will provide the children with very good learning opportunities. The quality of teaching is very good and this has a very positive impact on the children's learning. However the quality of teacher's planning does not match that of the delivery of the curriculum as this is brief and does not indicate clearly how the learning objectives are linked to the National Early Learning Goals.
77. Attainment on entry is just below the national average and below the average for schools in South Gloucestershire. All children, including those with special educational needs and English as an additional language, make very good progress in their learning because of the very good teaching they receive in their foundation year.

Personal, social and emotional development

78. By the end of the Foundation Stage the children have made good progress in their personal, social and emotional development and are achieving the early learning goals in this area. They are friendly and happy to talk to adults and each other. Boys and girls work well together as was evident when children were in the home corner. The children are enthusiastic about their learning and are particularly eager to work with their 'Buddy' from Year 6. This weekly provision makes a very positive impact on the development of the children's social skills. Relationships are very good and, during the sessions with the older pupils, they are outstanding. The children show confidence when chosen to take the register to the office. The high expectations of the teacher to foster independence also impacts well on learning. Children are encouraged to take out their own equipment and resources and to put things away. All resources are clearly labelled to enable children to achieve this. They are carefully taught how to organise themselves and their clothing for physical education lessons. This area of learning has been appropriately maintained since the previous inspection.

Communication, language and literacy

79. Children make very good progress in their foundation year and their overall attainment in communication, language and literacy are in line with that expected when they enter Key Stage 1. Most children speak clearly and confidently in a range of situations. For example, children talked about their news and others, less eager to participate were involved sensitively in the discussions by their teacher. Most children can use the correct actions and sounds for letters and begin to write the letters correctly in the air. They listen carefully and respond to stories. Higher attaining children can retell the story in detail, whilst others respond with a brief outline. They also enjoy listening to stories independently using the listening centres and turn the pages at the appropriate times. Some children find and copy their name and others follow the dots to write the letter 's' correctly. One group was able to draw the favourite part of the story and tell

the teacher what they wanted to write. Many are also able trace over the teacher's writing. The quality of teaching is very good and very good strategies are used to teach early literacy skills and the teacher's enthusiasm for books has a positive impact on children's learning. Standards have been maintained since the previous inspection and this area of learning remains a high priority for the foundation stage.

Mathematical development

80. Four year olds attainment in mathematics is steady and by the time they enter Key Stage 1 their attainment is as expected in all aspects of the subject. They sing number rhymes well and count forwards to twenty and backwards from ten. They are beginning to match numbers with the right number of objects in the picture, working with number to three. Some children work with polygons making long lines. They know that the line is long and not short. A group of higher achieving children know that giants are big and work out that if they lay on the line, they will be able to work out if the line is taller than them. Most of the children recognise two-dimensional shapes, such as square, circle and triangle and they talk about sides and corners. They are also developing an understanding of the passage of time by thinking about day and night. Very good interaction by teacher and very good support provided by the learning support assistant ensures that appropriate mathematical vocabulary is developed. This has a positive impact on the children's learning.

Knowledge and understanding of the world

81. Children make very good progress in this area of learning and by the end of their year in the Foundation Stage they achieve the Early Learning Goals. Children understand that plants are living things, which grow and change. They identify roots and shoots on bulbs from making close observations of the bulbs. They know that the bulb will need sun and water to grow and know that the children who planted their bulbs during the previous week did not need to water them because it was raining. One child told the rest of the class that 'God will see the bulb growing'. Working with pupils in Year 6 they find out about the layout of the school using clues. They also know where each of the characters in the 'Village with Three Corners' live using a simple map. Good progress has been made in the provision for this area of learning and, although planning is brief, the quality of teaching is very good.

Creative development

82. Children respond well to specific creative tasks and make good progress in their learning. They use small brushes satisfactorily to paint pictures of their mummy for a display and know that they need flesh colour for the face. One group of children are able to make bulbs using play dough from close observations of some bulbs. Creative work is well set up with children given ample opportunities to develop their imaginative skills in the home area. They also develop their musical skills by beating rhythms, clapping their hands and singing songs. The experiences offered to the children, through very good teaching and support to develop their creative skills, have improved since the previous inspection.

Physical Development

83. Children are provided with many opportunities to handle small tools such as pencils, paintbrushes and scissors and their manipulative skills are developing appropriately. They regularly practise forming their letters and writing their names. The new covered outside area provides children with the opportunity to ride bikes, tricycles and scooters; this is achieved satisfactorily. Children have appropriately planned sessions in the hall and the very good quality of teaching enables them to make very good progress in their learning. They move around the hall with confidence and safety and can run, skip hop and jump with increasing control. They use small construction equipment and mould 'play dough' with confidence. Children are in line to achieve the Early Learning Goals in this area by the time they enter Key Stage 1. Provision has improved since the previous inspection.

ENGLISH

84. Standards in English are above the national average at the age of seven and well above the national average by the time they are eleven. Overall standards have been maintained in Key Stage 1 and improved in Key Stage 2 since the last inspection. The school has used information well from national test results to identify areas of weakness and has already put in strategies to improve the standard of writing, particularly in Key Stage 1. All pupils, including pupils with special educational needs and those with English as an additional language, are making good progress in their learning.
85. The attainment of seven-year-olds in speaking and listening is above that expected. Pupils in Year 1 confidently talk about the pictures in the storybook and predict what might happen. Pupils in Year 2 give detailed explanations of their task, demonstrating a good awareness of the listeners. They listen attentively to adults and each other.
86. By the age of eleven pupils attain standards above average in speaking and listening skills and can give their opinions confidently in a range of situations. For example in Year 6 pupils discuss the features of a fable and talk about some of the morals found in fables and in Year 5 pupils give clear detailed answers in response to the question 'What is a classic'? Year 3 pupils discuss the similarities and differences in two poems about the weather and one group prepares to read one of the poems to the rest of the class. They decide whether to read lines as a group or to read individually and the poem is successfully presented to the rest of the class. By the end of the key stage most talk confidently and in detail about their experiences using vocabulary that engages the listener.
87. Standards in reading reached by seven-year-olds are above the national average. From the earliest stages pupils learn a range of strategies to help them tackle unknown words. Pupils in Year 1 and 2 read confidently with their teachers during shared reading sessions and the school places a high emphasis on parental support in hearing pupils read both in school and at home. By the age of seven most pupils read confidently with expression and can talk about the story they are reading. The school has adapted the guided reading section of the literacy hour appropriately to meet the needs of the pupils. Some sessions continue to take place during the literacy hour and others happen at another appropriate time in the week.

88. By the age of eleven the attainment in reading is well above the national average. Almost all pupils achieve the expected level and many above. Their reading skills are well developed and pupils read confidently for a range of purposes. Many can identify a favourite author and can offer opinions on a range of books. In Year 6 they read fables confidently and offer opinions about the morals of the stories. Year 5 pupils read a passage from 'Cider with Rosie' fluently with expression while in Year 4 they competently read extracts from a nonsense poem with confidence. As they progress through the key stage they learn to read for information and use research skills using index and contents pages with increasing skill.
89. Standards in writing at the end of Key Stage 1 are above the national average and pupils are making good progress in their learning. This has improved significantly since the previous inspection. Pupils in Year 2 are able to spell reasonably accurately when writing a zigzag book based on the days of the week. The very good strategies to teach the pupils how to spell the days of the week seen at the beginning of the inspection have had a very positive impact on pupils' ability to spell these words. Over half the class, observed later in the week, were able to spell them accurately without any support. They show good awareness of the reader when writing and use simple punctuation accurately. Some pupils in Year 2 write a set of instructions to get the pig out of the mud. They know the format for writing instructions and sequence their instructions well. In Year 1 pupils write their own sentence from the story using a mixture of their own spellings and those available in word banks. All pupils are using a joined style of writing, which has been introduced in the Foundation Stage and is continued throughout the school. This strategy makes a positive impact on attainment in handwriting and presentation of work.
90. Attainment in writing at the age of eleven is well above the national average and by the end of the key stage their writing is fluent, interesting and carefully presented. There has been significant improvement since the previous inspection. Spellings are mainly accurate and pupils have good experiences of writing for a range of purposes. Pupils in Year 5 can retell a story from a cartoon strip about 'Dennis the Menace' using imaginative vocabulary with an awareness of the readers. Higher attaining pupils use dictionaries confidently to spell unfamiliar words. In Year 4 pupils identify the verbs and nouns in a piece of text and collate the information in columns. Pupils in Year 3 develop their range of vocabulary by replacing adjectives in the poems with different, more interesting ones. Handwriting across the stage is joined and neatly formed. Presentation of work is generally good with pupils making appropriate use of their information and communication technology skills to produce a good range of writing, representing a variety of different purposes.
91. Teaching is good overall with thirty per cent of lessons being very good or better. Lessons are well planned and begin with good introductions. Teachers are skilled at questioning and adapt their questioning well to meet the needs of individual pupils. They have good subject knowledge and have adapted the literacy hour well to meet the needs of the pupils in the school. This has a positive impact on the standards they achieve. They have high expectations of behaviour and management of pupils is very good. For their part, pupils respond with very positive attitudes to their work, good behaviour and very good relationships with adults and each other. Lower attaining pupils are usually well supported by learning support assistants or their teacher. Where teaching is very good or excellent the pace of lessons is very brisk and very good knowledge of literacy skills are used very well to promote learning. Relationships are excellent and praise is used very well to raise self-esteem. For example, in an excellent literacy lesson in the Year 1/2 class very clearly targeted questions were used to both promote discussion and assess the pupils learning from the previous

session. Excellent relationships between the teacher and her class also ensured that individual pupils felt confident in predicting what might happen in the story which they were reading and this enabled very high quality to take place.

92. Assessment procedures are satisfactory and used effectively to organise ability groups within classes and to set targets. They are used well to identify areas for development. The recently appointed co-ordinator satisfactorily supports colleagues with planning and looking at samples of pupils' work. She is well supported by the previous co-ordinator. However, the role of the co-ordinator is underdeveloped and does not include monitoring of the quality of the teaching of literacy, although the headteacher has satisfactorily monitored this. Teachers meet regularly to look at samples of pupils' work in English to agree on levels of attainment against the National Curriculum levels. These form the basis of a school portfolio of work. Resources are good and this has a positive impact on pupils' learning.

MATHEMATICS

93. Standards are above national averages at the age of seven and 11 in both numeracy and in all areas of mathematics (number, algebra, shape, space and measure and data handling). Standards have been rising since the last inspection when they were considered satisfactory at both key stages. This is as a result of the introduction of the national numeracy strategy, the introduction of a new scheme of work and improved teacher confidence with the subject.
94. There are no marked differences between the performances of boys and girls. Pupils with special educational needs are supported well with specific mathematics targets identified on pupils' individual education plans. Teachers work hard to ensure the full involvement of these pupils in lessons and they make good progress.
95. By the age of seven, pupils have a good knowledge of place value to 100. They know the basic properties of two-dimensional and three-dimensional shapes and use measuring instruments carefully, estimating before they measure. Pupils are also eager to investigate and make up sums of money using coins. Numeracy skills are appropriately developed in the mental introductions and through regular practice of addition and subtraction facts. By the age of eleven, pupils work out calculations in their heads quickly and use their knowledge of place value to aid them. They understand fractions and the relations between fractions and decimals. Pupils develop their measuring skills and use and interpret a range of diagrams and charts. Although they have regular experience of applying mathematical techniques to word problems, they lack confidence in applying their mathematical knowledge to more open-ended investigations and real-life problem solving. Numeracy skills are developed appropriately and pupils are competent in the use of addition, subtraction, multiplication and division.

96. The quality of teaching and learning throughout the school is good. During the inspection, 63 per cent of the mathematical lessons observed were good or better and one example of very good teaching was observed in Key Stage 1. Pupils are encouraged to solve problems in their own way, using practical apparatus if they like. For example, when younger pupils were investigating ways of making given amounts of money, several chose to count on using coins to help them. In the less successful lessons the pace of learning is slow and fails to excite pupils about number.
97. The teachers are familiar and secure with the National Numeracy Strategy, and apply this effectively through the use of the newly purchased published scheme of work. They have adopted the recommended lesson structure and planning for the subject is satisfactory. Most teachers use good clear questioning skills at the end of numeracy sessions to assess what pupils have understood but this is not consistently applied across the school. Aspects to be learned in each lesson are clearly defined in the planning, but rarely shared with pupils when lessons begin. The teachers use a good range of mathematical vocabulary and pupils explain their work using the correct terminology. For example, in a lesson on the properties of two-dimensional shapes, pupils used such terms as vertical, horizontal, vertex and parallel correctly and with clear understanding. Oral and mental sessions are delivered with care, pupils learn quickly and show good mental agility. The main teaching activities involve pupils practising their skills and in this part of the lesson teachers manage pupils and resources efficiently. However, the analysis of pupils' work revealed that at times teachers do not always expect enough of higher attaining pupils. Work to extend their learning is planned only for after they have completed the same tasks as the rest of the class, even when the core tasks are unnecessary to enhance the learning of these particular pupils. However, when work is planned specifically for higher attainers, it extends their thinking very well. For example, in a lesson asking older pupils to draw a graph from given data, the higher attainers were not given the supporting diagrams received by the rest of the class. This extended well the level of challenge for these pupils.
98. Teachers make good use of the homework book that accompanies the scheme of work to extend pupils' understanding of the concepts covered in a way that is fun and involves parents very effectively in pupils learning. Comments made to the inspector by parents were very positive about this aspect of the school's mathematics provision.
99. Throughout the school pupils are beginning to make use of information and communication technology effectively to support their work in data handling. Pupils use mathematics to help learning in other subjects. For example, they use accurate measuring skills in realising their designs in design and technology projects and tabulate findings of their experiments in science.
100. Teachers use a range of strategies to assess pupils' attainment in mathematics. Planned assessments within the published scheme are used effectively to evaluate pupils' learning at the end of each unit of study. These results then define the starting point the next time an element is met. The school uses non-statutory test materials annually, and these results track pupils' progress from year to year. They are also used well to guide the school's target setting.

101. The school has made good progress since the last inspection. The National Numeracy Strategy has been adopted successfully and standards of attainment have risen alongside standards of teaching. The co-ordinator is effective in supporting and advising colleagues and in managing resources. However, she is not yet actively involved in the monitoring of teaching or the supporting colleagues, which could raise the standards of learning further.

SCIENCE

102. Standards in science are above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. Overall, pupils make very good progress, which represents an improvement since the last inspection.
103. Current standards at the age of seven are above average and analyse of pupils work shows that they make consistently good progress. In their work on teeth, teachers challenge the pupils well and encourage them to use the correct terminology such as incisors, molars and canine. Pupils learn to use simple tables to record their work and this was well illustrated during a Year 1/2 lesson on dental care. Pupils' knowledge and understanding of living and non-living objects are above average for their age. For example, most pupils know that trees and leaves are living objects but buildings and fences are not.
104. Current standards at the age of 11 are well above average. Pupils confidently explain the role of the heart in circulation and understand that the human skeleton fits together through joints. Good use is made of technical vocabulary such as the names of each bone and use of terminology to explain joints like the ball and socket joint in the hip. Teachers place a good emphasis on pupils undertaking their own experiments and investigating for themselves. This promotes pupils' enquiry skills and they their findings in both tables and simple graphs with confidence. All pupils enjoy investigative work and this was well illustrated in a Year 3 lesson where pupils were investigating materials which dissolved in water. This large class received good quality help from their teacher and also from both learning support assistants and a student teacher who were involved in the lesson. The experiment was organised in a way that enabled the pupils to carry out a fair test independently but they knew that they could obtain help from the adults if they needed to.
105. The quality of teaching and learning is good and this accounts for the good progress that pupils make. Teaching is based on good subject knowledge that enables teachers to ask searching questions that make the pupils think. Teachers encourage the correct use of scientific language and vocabulary. For example, in a Year 1/2 lesson, the pupils were encouraged to name their different types of teeth appropriately. Planning is clear and well - focused learning objectives ensure that work is appropriately matched to the range and ability of all the pupils. The teaching methods used also successfully promote pupils learning and help to develop their scientific skills. For example, in a very good Year 6 lesson the experiment planned by the teacher involved the pupils in fun activities and this stimulated the interest of the pupils because they were enjoying their learning. Teachers use a wide range of good quality resources and this maintains the pupils' interest. They concentrate well, are fully involved, are willing to make suggestions and collaborate well in practical work. This has a significant impact on the ability of all pupils to engage in the work and make progress.

106. Literacy is supported through pupils' recording of investigations, answering questions in sentences and labelling diagrams. Numeracy is supported through graph work and use of measurement. For example, pupils in Year 2 compare the size of body parts with each other and pupils in Year 3 tabulate the properties of different materials. Information and communication technology also supports science with the use of data base programs.
107. The subject is well managed by a co-ordinator who is highly experienced and carefully monitors provision throughout the school. The scheme of work is currently under revision to enable consistent planning across mixed age group classes. Records are kept of pupils' work and analysis of national test results are used to inform the planning through the identification of weak areas of learning. Although subject coverage is moderated, systematic monitoring of teaching and learning is in the early stages of development.

ART AND DESIGN

108. Standards in art and design are above those expected at the end of both key stages and they make good progress in acquiring skills and techniques. Standards overall have improved since the previous inspection.
109. Pupils in Year 1 look at art from the past and produce pictures of their own relating to cave paintings. They prepare their backgrounds using printing techniques looking closely at the colours used by the cavemen artists. Other pupils use wax crayons and charcoal very effectively to draw pictures of animals, particularly buffalo. They practise their drawings first on small pieces of paper and use them effectively when drawing on their painted backgrounds. In Year 2 pupils investigate what happens when two primary colours are mixed together. Pupils use a range of media, for example tissue paper, pastels, water paints and felt tip pens effectively.
110. In Year 5 pupils develop their observational skills well by focussing on the front of a cereal packet. They think carefully about the starting point of their work and focus on the shape and pattern on the box. They develop the skills needed for silk painting and have produced very attractive, detailed 'Mystical Monsters' on silk. In Year 4 pupils draw portraits of famous Tudors and make picture frames using gold or silver sprays. The school places a high emphasis on textile work and all pupils have participated in making very attractive wall hangings and banners using a range of skills and techniques. The most recently completed banners have been displayed in 'The Dome' and at various venues within South Gloucestershire. The standard of these works is above those expected for pupils of their age. Pupils also gain a good understanding and appreciation of western artists such as Monet, Turner, Klee and Hockney
111. The quality of teaching is good and teachers have good subject knowledge and high expectations. This has a positive impact on standards achieved. Planning is satisfactory and a range of teaching methods is used effectively. Teachers ensure that the pupils' own art is celebrated around the school by the use of attractive displays. The co-ordinator supports staff well and good use is made, by all staff, of the good scheme of work written by the co-ordinator. This clearly ensures continuity and progression of skills. There was no scheme of work during the previous inspection and this has now been implemented. The co-ordinator has produced a portfolio of samples of pupils' work, which is clearly linked to the scheme of work and

gives teachers support in ensuring good standards and that the curriculum is fully covered.

DESIGN AND TECHNOLOGY

112. It is clear from analysis of pupils' artefacts, their design notebooks and upon conversations with pupils that the school has made very good progress and has addressed effectively the key issue identified at the last inspection to improve provision and standards attained in design and technology. It is now satisfactory, with pupils attaining average standards across the school and making good progress in acquiring the necessary skills. Pupils with special educational needs and English as an additional language also attain satisfactory standards and make good progress. They all enjoy design and technology projects and talk with enthusiasm about their models and how they made them.
113. The satisfactory standards in Key Stage 1 are the result of good teaching, which promotes and encourages pupils to design and reflect upon the successes of their designs. Pupils' proposals show clearly the methods and materials they plan to use, and they discuss in detail aspects they find that are effective or otherwise within their design, for example within plans for cards with moving parts. Many explore confidently the use of a sliding mechanism to represent 'The Matthew' (Cabot's ship) on a card to celebrate the creation and voyage of a replica. Food technology projects such as the design of 'Easter biscuits' or the creation of fruit and vegetable dips emphasise food hygiene and safe use of kitchen utensils. The promotion of group designs is evident, for example, in a project to create a crane with a winding mechanism. Groups selected one of a range of commercial construction kits and shared ideas well as they developed and modified their designs.
114. In Key Stage 2 pupils satisfactorily use an increasing range of tools, materials and components including textiles, wood and electrical components. The oldest pupils make moving toys, undertaking a 'challenge', with their Reception class 'buddies', to transport an egg safely. These projects are very effective in encouraging pupils to consider the needs of different 'design and make' participants as well as rehearsing and refining their analyses of differing user requirements. Other pupils include electrical components within their designs for example within one class's design brief to make a fairground ride, some groups included switching mechanisms and batteries to power the movement of their ride, developing and extending upon work covered in science.
115. Throughout the school, design and technology projects support topics in other subjects. For example, Year 6 pupils design and make models that demonstrate the function of human body parts, such as breathing mechanisms. Year 2 pupils make model 'shadufs' (elements of the irrigation system) as they learn about Ancient Egyptian civilisation. All pupils make good use of their measuring skills.
116. The quality of teaching is good overall. Two lessons of design and technology were observed during the inspection, one in each key stage, and both of these were good. This teaching was characterised by good use of time ensuring that pupils extend their knowledge well within each lesson. Tasks challenge pupils and questioning extends their thinking, helping them refine their designs without being over-directive. The scrutiny of teachers' planning showed clear objectives, which were shared well with pupils at the beginning of the lessons observed. In the lessons observed these led to sessions that were well-focused and extended pupils' skills and awareness of factors

pertinent to their projects well. Design and technology projects include a good balance of investigative, designing and making tasks.

117. The co-ordinator has produced a comprehensive scheme of work that identifies clearly the skills, tools and materials to be used in each year in a way that builds progressively upon what pupils already know, understand and can do. The very good improvement achieved in the provision since the school was last inspected is a direct result of the co-ordinator's enthusiasm and the good support she gives to her colleagues. Plans to utilise one of the old classrooms as a technology room, alongside the monitoring of teaching and learning by this knowledgeable co-ordinator in order to support less confident colleagues better, have been identified as useful routes to raising standards in design and technology further across the school. Consumable resources for design and technology are satisfactory, and the school has an appropriate range of tools and construction kits.

GEOGRAPHY

118. Standards are better than they were at the last inspection. By the end of both key stages the pupils reach levels higher than normally seen. This is an improvement on the average standards they achieved before. These improvements are due to the very high quality of leadership by the co-ordinator.
119. By the end of Key Stage 1 the pupils have a good knowledge of the local environment and this is due to the strong focus on fieldwork. For example, pupils are encouraged to discuss both the good and bad features about their local area and this is achieved well. They are also involved in treasure hunts with older pupils and create maps from familiar stories such as 'Little Red Riding Hood' and 'Postman Pat'. These standards are maintained in Key Stage 2 and by the end of Year 6 pupils have developed good levels of geographical skills. For example, during their residential visit to Exford, pupils make good use of maps, plans and photographs to investigate this contrasting location. They carefully plan the best route to Exford from Bristol and confidently note the distance, direction and variety of settlements to be passed on the way. Pupils in Year 4 draw detailed diagrams to explain how meanders are created on rivers and use appropriate methods to study river pollution. Pupils are capable in the use of mathematical skills to record their findings and this has a good impact on the quality of evidence that they provide.
120. The standards are as a direct result of good quality teaching throughout the school. The very effective subject co-ordinator has planned a detailed programme of work that ensures learning objectives are taught consistently throughout the school. Teachers find this planning very helpful and the lesson plans help them to feel secure about subject knowledge. A good range of resources promotes interest in the subject. Very good use is also made of literacy skills to promote the learning of the pupils. For example, pupils create lively poems about the endangered Rainforest and write imaginary stories about recycling 'robots'.

HISTORY

121. Standards in Year 6 and Year 2 are better than they were at the previous inspection with pupils reaching higher levels than normally seen. This improvement in standards is largely due to the very good leadership of the co-ordinator and the improvement in the quality of teaching.
122. By the age of seven, pupils satisfactorily develop their knowledge and understanding of time; for example they arrange a set of pictures in sequential order and organise a timeline of their own lives. At the age of 11, pupils have a good knowledge of periods and events in both British and European history and are able to discuss confidently the plight of evacuees and the effects of rationing on the country. They know that there were some dramatic changes in the 1930s and understand why the 'Jarrow March' took place. Pupils also use discussion skills well and these are promoted through the good range of resources provided by the teacher. Pupils' sense of time is developed well throughout Key Stage 2 and they gain a good understanding of how life has changed. For example, pupils in Year 4 carefully record the differences in life between London today and during Tudor times.
123. Pupils' experience of how history is interpreted is good and this is because the planning is very detailed and skills are taught progressively. Pupils start to reason and interpret evidence. For example, pupils in Year 5 enthusiastically explore specific CD ROM programs and information books to investigate life in Ancient Greece. This gives them a good understanding as to how information from the past can be represented in a number of different ways.
124. Teaching is effective throughout the school and it is very good in Year 5. Teachers are enthusiastic about this subject and their interest motivates the pupils. Very good use of both questioning and explaining ensures that pupils distinguish successfully between fact, opinion and propaganda. For example, this approach is particularly effective in Year 6 when pupils analyse documentation from the Second World War at a challenging level.
125. The subject is very well led. A very carefully planned programme of work has resulted in the clear progression of historical knowledge and skills throughout the school and this has resulted in improved standards by the time the pupils leave the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. The school has made excellent progress since the last inspection. Provision for information and communication technology is now satisfactory and pupils make appropriate progress in acquiring the necessary skills.
127. Standards attained by pupils at the age of both seven and 11 are average. Although they attain the expected standards, the oldest pupils in the school are less confident when talking about their work than younger ones. This is accounted for when one considers pupils' previous unsatisfactory experience of information and communication technology, as identified at the last inspection. The school has worked hard and successfully, but such measures as those put in place have taken time to be fully effective, because pupils need a secure skills base and plentiful experience upon which to build confidence and more sophisticated use of the technology.

128. Most pupils in the school are able to load a desired program. Many gain access to a specific file, both those saved onto a disk and those on the hard drive. Throughout the school pupils develop and practise word processing skills. The oldest pupils edit a piece of text and rearrange it by highlighting an area of text to 'drag and drop' it into a new location. They change print style, size and colour, and print off their own work. It is rare for older pupils to draft a piece of written work directly to the word processor, more often using the equipment to produce 'fair' or 'best' copies for display. However, younger pupils do draft and edit directly on screen. Pupils throughout the school use data-handling programs at appropriate levels to enter, present and interpret data. They do not have experience of using information and communication technology for controlling events (such as a floor robot around a track, or buzzers sounding at a set time). However, the co-ordinator has identified and ordered a suitable piece of software that will address this gap in the provision. The oldest pupils in the school undertake work on data logging and sensing the environment during the residential trip in Year 6.
129. Pupils use the Internet to research for other subjects, such as for their space project in Year 4, or to compare weather regions across the world. Older pupils also use CD ROMs to research information, for example about the Tudors or John Cabot. Their use of computers to create multimedia presentations is mainly limited to importing pictures into their written work. However, pupils do make good use of the digital camera to enhance their work. For example, younger Key Stage 2 pupils used digital pictures of themselves to inform their work on self-portraits, presenting these alongside the digital image in a very interesting fashion. The oldest pupils in the school, along with a student, created a website for the school last term. These pupils enjoy demonstrating their website but lack confidence in explaining how they undertook the task.
130. During the inspection no specific teaching of information and communication technology was observed but planning for this subject was of good quality. Teachers are aware of the pupils who have extensive experience of computers outside school and seek to challenge these pupils, without compromising the learning of the others. Occasionally staff are 'too helpful', denying pupils the opportunity to get themselves out of difficulty with a piece of software.
131. At present the school's computers are housed in two areas comprising the 'infant' and the 'junior' suites. Pupils work here in groups, usually supervised by a learning support assistant, on tasks set and explained by their class teacher. They do not have the opportunity to undertake independent research nor work in the suites unsupervised. At present only one suite has access to the Internet and the school safeguards against pupils accessing undesirable material by ensuring they do not have access to the Internet unsupervised.
132. The co-ordinator is very knowledgeable. She is very conscious of those of her colleagues whose lack of confidence in their own skills and has worked hard to produce a good curriculum with support packs for these teachers. The school is a considerable way down the road towards its aim for a computer suite in which a whole class can learn in pairs and gain greater 'hands-on' experience. The co-ordinator has a clear vision for how this will extend pupils' experience and skills and also give them further opportunities to make use of these skills to support work in other subjects.

MUSIC

133. Pupils throughout the school attain the standards expected for their age and enjoy their music making activities. This picture is the same as it was at the last inspection.
134. By Year 2, the pupils are able to make music in a variety of different ways. They explore the significance of volume for example when they recite a favourite poem and use both loud and soft voices. Pupils enthusiastically explore different contrasting sound by using percussion instruments, their voices and various body parts. The very positive input from the class teacher ensures that they are encouraged to work well together to create simple musical sequences. A small number of higher attainers are also able to co-ordinate and conduct the work of different groups.
135. Pupils continue to develop their musical skills in Key Stage 2 and are encouraged to achieve appropriate standards because of the good quality of teaching. This was well illustrated in a Year 4 lesson when the pupils were encouraged to listen to an extract from one of the Planet Suites. Pupils listened very well to the music, sensibly discussed its mood and expression and confidently offered personal opinions about the success of the composer in creating the piece.
136. The quality of singing is good throughout the school and pupils sing with good rhythm and pitch. Pupils particularly enjoy the opportunities provided to perform, which they do with enthusiasm, expression and creativity. Pupils also enjoy participating in recorder groups and singing in the choir.
137. The subject co-ordinator is both newly qualified and appointed but has already carried out an audit of the subject. The use of a commercial scheme throughout the school ensures that non-specialists feel confident teaching the subject. Resources are very good, with a good range of both tuned and untuned percussion. Music has a positive impact on the cultural development of the pupils.

PHYSICAL EDUCATION

138. Standards in physical education are in line with national averages at the end of both key stages. This picture is the same as it was at the time of the last inspection and means that, despite the hall being out of action for two and a half terms, pupils levels of achievement have been maintained. There is no difference in standards between boys and girls.
139. Pupils in Key Stage 1 work enthusiastically in movement sessions, for example through actions exploring space and travelling. They enjoy their work, co-operate well with each and show increasing awareness of space. They show increasing development of their imagination and are able to move in the manner of a swirling snowstorm or pretending to wheel a shopping trolley. By the age of seven they have started to work with partners. They skip confidently and balance carefully on one leg. The quality of teaching is generally good. The use of a commercial scheme is used well but teachers do not totally rely on this to teach the lesson. Teachers use pupils to demonstrate teaching points and this maintains the focus. Pupils with special physical needs are fully integrated into the lesson; this is made possible by the very good interaction of the learning support assistants. The use of a commercial scheme is used well and teachers do not totally rely on this to teach the lesson. However, at times the pace of the tapes are slow and do not challenge the pupils sufficiently.

140. Pupils in Key Stage 2 understand well the importance of a warm - up. They work very well together and concentration by pupils throughout this key stage is very good. This is because the quality of teaching is generally of a very high standard. Lessons are prepared thoroughly, skills taught systematically and organisation is of a very high standard. Teaching points are made through both teacher and pupil demonstration. This was well illustrated in a Year 4 gymnastics lesson when the teacher and a more able pupil displayed a sequence of movements. This skilful use of demonstration and concise structure to the lesson ensured that all the pupils were appropriately challenged.
141. Pupils learn to swim at a local pool and standards are above average. They respond well to effective instruction that enables them to be confident and safe in the water. By the time they leave the school all pupils are able to swim a minimum of 25 metres and many achieve further.
142. The co-ordinator is newly appointed but as a subject specialist has already identified that the scheme of work needs to be revised. He is keen to share his expertise by monitoring the teaching and learning throughout the school.