

INSPECTION REPORT

SOUTHDOWN INFANT SCHOOL

Bath

LEA area: Bath and North West Somerset

Unique reference number: 109005

Headteacher: Gillian Culley

Reporting inspector: Barrie Mahoney
18175

Dates of inspection: 25 – 29 September 2000

Inspection number: 225019

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 – 7 years
Gender of pupils:	Mixed
School address:	Mount Road Bath
Postcode:	BA2 1LG
Telephone number:	01225 424950
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Appropriate authority:	The Governing Body
Name of chair of governors:	Alan Jones
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Barrie Mahoney (OIN No 18175)	Registered inspector	English Music Foundation Stage	What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
Gill Anderson (OIN No 19639)	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
Anthony Green (OIN No 12367)	Team inspector	Information technology Physical education Religious education Equal opportunities Pupils with special educational needs	
Jackie Johnson (OIN No 24891)	Team inspector	Mathematics History Geography	How good are the curricular and other opportunities?
Judith Howell (OIN No 18083)	Team inspector	Science Design and technology Art	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Southdown Infant School is a maintained community school situated outside the City of Bath. It is for children between the ages of three and seven years. The school includes a nursery class for children between three and four years and a nurture unit for children with emotional and behavioural difficulties. Both the nursery and the nurture unit are local education authority facilities and include children from outside the school's usual catchment area. There are 208 pupils on roll, which is about the same size as similar schools nationally, including sixty children who attend part-time in the nursery. The majority of pupils in the main school come from the immediate area. The school is arranged in seven mixed ability classes representing pupils aged three to seven, together with the nurture unit, which has places for eight pupils. There are 63 pupils (30 per cent) on the school's register of special educational needs, with 15 pupils on stages 3 to 5, and 11 pupils (five per cent) with statements of special educational needs, which is well above the national average. There are broadly similar numbers of boys and girls on the school roll. There are very few pupils from minority ethnic backgrounds and from homes with English as an additional language. Pupils' attainment upon entry to the nursery is well below average, with a significant number of pupils with speech and language difficulties. Many pupils come from economically disadvantaged backgrounds and their socio-economic circumstance is unfavourable, with 45 per cent of pupils known to be eligible for free school meals, which is well above the national average and has increased since the previous inspection. There have been no other significant changes since the previous inspection.

HOW GOOD THE SCHOOL IS

Southdown Infant School is an effective school with many good and very good features. It is well led and managed by the headteacher, and is supported well by staff and governors. The quality of teaching is good overall. Children receive a good start to school in the nursery and reception classes. Pupils in Key Stage 1 achieve standards that are below expectations in English, mathematics and information technology. There is a well above average number of pupils with special educational needs throughout the school. Taking into account the well below average standards of attainment upon entry to the school, the satisfactory progress overall that they make, good quality teaching, and the overall effectiveness, the school provides good value for money.

What the school does well

- Leadership and management by the headteacher are very good.
- Teaching is good throughout the school.
- The provision for children starting school in the nursery and reception classes is good.
- The school cares very well for its pupils.
- Relationships throughout the school are very good.
- Provision for pupils with special educational needs is good, and provision for pupils in the nurture unit is very good.
- Provision for extra-curricular activities is very good.
- There is a very good partnership with parents.

What could be improved

- Standards in English and mathematics.
- Increased opportunities for pupils to use information technology to raise standards.
- The role of subject co-ordinators.

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 September 1996, and has made good improvements in many aspects of its work. There have been good improvements in the provision for pupils with special educational needs and for higher attaining pupils. The school has improved its long-term development planning since the previous inspection. The National Literacy and Numeracy Strategies have been implemented successfully throughout the school. There has been a significant improvement in partnership with parents, the quality of teaching and learning, curriculum opportunities, leadership and management, cultural development and provision for special educational needs.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
reading	E	D	D	B
writing	E	E	E	D
mathematics	E	E	E	C

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

Children enter the nursery with well below expected levels of attainment in all areas of learning. A significant number of children in the nursery demonstrate delayed speech and language development. Children make good progress in the nursery and reception classes, and broaden and consolidate their knowledge in all areas of learning. By the time children enter Key Stage 1, their attainment is below expectations in all areas of learning. In the national tests in 1999 at the end of Key Stage 1, pupils' performance was below the national average in reading and well below average in writing and mathematics. Teachers' assessment for science shows standards to be broadly in line with the national average. The percentage of pupils achieving at the higher levels (level 3) was broadly in line with the national average in writing and above the national average in mathematics. When compared with similar schools, standards were above average in reading, broadly in line in mathematics and below average in writing. Trends over time indicate that standards have remained below or well below average in writing and mathematics, with some improvement in reading since 1997. However, the National Curriculum test results for 2000 indicate some improvement in reading, writing and mathematics. There is also a good improvement in the number of pupils achieving the higher level (level 3), in reading, writing and mathematics. Although standards are lower than those recorded at the time of the previous inspection, there has been a considerable rise in the number of pupils with special educational needs attending the school, so some difference in results is not surprising. It is the school's policy to include all pupils, including those in the nurture unit, in National Curriculum tests. The school has improved its provision for these pupils since the previous inspection and although as yet unpublished, this year's data indicates that results are continuing to improve.

Inspection findings conclude that standards are below expectations overall in English in Key Stage 1, particularly in writing and speaking and listening skills, although standards in reading are broadly in line with expectations. There is a high number of pupils with special educational needs throughout the school and this also contributes to the below average results. In mathematics, standards of work in Key Stage 1 are below that expected nationally. Standards of pupils' work in science are in line with expectations. In information technology, the attainment of the oldest pupils is below national expectations. This represents a decline in standards since the previous inspection. In religious education, the attainment of the oldest pupils at the time of the inspection is in line with the requirements of the locally agreed syllabus. Standards of attainment of the oldest pupils in Key Stage 1 are in line with expectations in design and technology, history, geography, physical education and music. Standards in art are above expectations. The headteacher, staff and governors are well aware of the school's weaknesses and set sufficiently challenging targets in order to raise standards. Improvements made are because of the commitment by the school to raise standards and the careful assessment procedures that enable teachers to track the progress of individual pupils from the time they enter the school. There are no significant variations between girls and boys and different ethnic groups.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school.
Behaviour, in and out of classrooms	Satisfactory. Pupils with challenging behaviour are well managed by staff.
Personal development and relationships	Good. Relationships throughout the school are very good.
Attendance	Satisfactory.

Pupils in the nurture group with behavioural difficulties receive very good support and are well managed.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Good	Good

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

All lessons observed throughout the school were at least satisfactory, with 71 per cent of all lessons observed that were good or better. Twenty per cent of lessons were very good or excellent. There was no unsatisfactory teaching observed. Examples of good and very good teaching were observed throughout the school. The quality of teaching has improved significantly since the previous inspection and is having a good impact upon learning and raising standards.

The quality of teaching for children in the foundation stage is good overall. Teachers working with these children have a good knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. The quality of teaching in Key Stage 1 is good in English, mathematics, geography, art, and physical education; and is satisfactory in science and design and technology. There was insufficient evidence to make a judgement concerning the quality of teaching in information technology, history, music and religious education. The good quality of teaching supports pupils' learning well throughout the school, and pupils make satisfactory progress overall. The quality of teaching of pupils with special educational needs in classes is good. Work is well matched to the individual needs of the pupils and addresses the targets on individual education plans (IEPs). The quality of teaching in the literacy withdrawal groups is generally satisfactory but work is not always appropriately matched to the individual needs of pupils. The quality of teaching in the nurture unit is very good. Work is very well matched to the individual needs of the pupils. The very good management skills of the unit's teacher and the use of short, well-focused, activities, ensures that pupils generally remain on task and, therefore, make good progress. Teachers have good knowledge and understanding of the subjects that they teach. However, they lack confidence in their use of information technology throughout the curriculum. The teaching of literacy and numeracy is good throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well supported by a wide range of visits and extra-curricular activities.
Provision for pupils with special educational needs	Good overall. Provision for pupils in the nurture unit is very good.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral and social development is good and provision for pupils' cultural development is very good.
How well the school cares for its pupils	Good. The school provides very good pastoral care for pupils. Assessment procedures are good; the use of this information to inform curriculum planning is satisfactory.

The school has developed very good links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides very good leadership, and she is well supported by staff. However, the role of subject co-ordinators is insufficiently developed.
How well the governors fulfil their responsibilities	Good. Governors know and support the school well.
The school's evaluation of its performance	Satisfactory. The school is aware of its strengths and weaknesses, and is working hard to raise standards.
The strategic use of resources	Satisfactory. Governors are well aware of best value principles.

There are appropriate procedures to review and evaluate the effects of financial decisions and governors have a good understanding of best value principles and apply them well. One recent example of this has been the governors' decisions to operate the school meals provision themselves, because they wish to improve the quality and range of the food provided for pupils. The school is well staffed and there is an appropriate balance of experience and expertise. The accommodation is adequate to meet the needs of the curriculum and the school makes the most of what it has. The quality, range and availability of learning resources are good overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • Parents are kept well informed about how their children are getting on. • The teaching is good. • Parents feel comfortable about approaching the school with questions or a problem. • Parents feel that their children are making good progress in school. 	No significant concerns were raised.

Inspectors agree with parents' positive views of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the nursery with well below expected levels of attainment in all areas of learning. A significant number of children in the nursery demonstrate delayed speech and language development. The range of attainment measured by baseline assessment shows that children's attainment on entry to the reception classes is below average. Children make good progress in the nursery and reception classes, and broaden and consolidate their knowledge in all areas of learning. By the time children enter Key Stage 1, their attainment is below expectations in all areas of learning.
2. In the national tests in 1999 at the end of Key Stage 1, pupils' performance was below the national average in reading and well below average in writing and mathematics. Teachers' assessment for science shows standards to be broadly in line with the national average. The percentage of pupils achieving at the higher levels (level 3) was broadly in line with the national average in writing and above the national average in mathematics. When compared with similar schools, standards were above average in reading, broadly in line in mathematics and below average in writing.
3. Trends over time indicate that standards have remained below or well below average in writing and mathematics, with some improvement in reading since 1997. However, the National Curriculum test results for 2000 indicate some improvement in reading, writing and mathematics. There is also a good improvement in the number of pupils achieving the higher level (level 3), in reading, writing and mathematics. Although standards are lower than those recorded at the time of the previous inspection in 1996, there has been a considerable rise in the number of pupils with special educational needs attending the school, so some difference in results is not surprising. It is the school's policy to include all pupils, including those in the nurture unit, in National Curriculum test. The school has improved its provision for these pupils since the previous inspection and although as yet unpublished, this year's data indicates that results are continuing to improve.
4. There are a significant number of pupils on the school's register of pupils with special educational needs. At the time of the inspection there were 43 per cent of pupils in Year 2 on the register. Pupils with special educational needs attain appropriate standards in relation to their specific targets and goals. Their special learning needs are identified early and appropriate learning targets are set, especially in English, mathematics and behaviour. Gains in knowledge, skills and understanding are good. Pupils in the nurture unit make good progress in relation to their special learning needs. Higher attaining pupils are appropriately challenged in most subjects across the curriculum. This was a weakness identified in the previous inspection and which has now been addressed.
5. In English, inspection findings conclude that standards are below expectations overall in Key Stage 1, particularly in writing and speaking and listening skills, although standards in reading are broadly in line with expectations. There is a high number of pupils with special educational needs throughout the school and this also contributes to the below average results.
6. Standards in speaking and listening are below expectations throughout the school. Children enter the nursery with standards that are well below expectations, and a significant number of children have delayed speech and language development. The school has worked hard to address the needs of these children, providing many enriching opportunities in order to raise standards, including working closely with parents. This is having a positive impact upon standards achieved.
7. Standards in reading are broadly in line with expectations, and all pupils make good progress across the school, because reading skills are taught well and parents are encouraged to support their children in reading at home.

8. Standards in writing are below expectations across the school. However, the school is well aware of this weakness and staff are working hard to improve the content and range of writing for pupils that is beginning to raise standards. Handwriting, punctuation, grammar and spelling are taught well, and most pupils take good care with presentation. The low standards in speaking and listening have a negative impact upon standards in writing. Extended writing often lacks imagination and fluency.
9. In mathematics, standards of work in Key Stage 1 are below that expected nationally. However in a significant minority of lessons in Years 1 and 2 the attainment of pupils is in line with national expectations. By the end of this key stage, most pupils have a secure knowledge of the appropriate language of mathematics and are able to use number bonds up to ten in addition and subtraction of larger numbers. Higher attaining pupils understand the concept of division and divide small numbers by two, three or four.
10. Standards of pupils' work in science are in line with expectations. This judgement is similar to the findings of the school's previous inspection, when standards were found to be in line with national expectations. Appropriate opportunities exist for the development of knowledge and understanding of the higher attaining pupils in most science lessons as teachers' plan for the necessary extension activities. Pupils show a sound understanding of how to undertake experiments and investigations.
11. In information technology, the attainment of the oldest pupils is below national expectations. This represents a decline in standards since the previous inspection. In the scrutiny of pupils' work and in talking to pupils, only a small amount of evidence was found of information communication technology (ICT) being used regularly in all classes and across the curriculum. Little evidence was found of wall displays to celebrate the use of information communication technology, or to enhance work in other subjects across the curriculum.
12. In religious education, the attainment of the oldest pupils at the time of the inspection is in line with the requirements of the locally agreed syllabus for Bath and North-East Somerset. Standards have been maintained since the previous inspection. Pupils are beginning to understand the beliefs and practices of a number of religious traditions and, in particular, Christianity and Judaism.
13. Standards of attainment of the oldest pupils in Key Stage 1 are in line with expectations in design and technology, history, geography, physical education and music. Standards in art are above expectations.
14. The headteacher, staff and governors are well aware of the school's weaknesses and set sufficiently challenging targets in order to raise standards. Improvements made are because of the commitment by the school to raise standards and the careful assessment procedures that enable teachers to track the progress of individual pupils from the time they enter the school. As a result, teachers plan for and provide activities that meet the needs of individual pupils. There are no significant variations between girls and boys and different ethnic groups.

Pupils' attitudes, values and personal development

15. Pupils are enthusiastic about coming to school and for many the breakfast club is significant in developing this positive attitude. Their positive attitude has a beneficial effect on the learning climate in the school. A very consistent picture has been maintained since the previous inspection with the attitudes, behaviour and personal development of pupils. They are interested in their work and keen to be involved in activities, but just occasionally following lunch this is not the case.
16. Behaviour is generally satisfactory, although a few instances of less satisfactory behaviour were also observed. These are mostly associated with the lunch break when the supervising staff do not have a full range of strategies to deal with this. However, although pupils can be boisterous and noisy no instances of bullying were seen and this is not an issue with pupils. Exclusions are very low.

17. Personal development and relationships are good because staff value pupils and are good role models. Pupils are treated with great respect, and they in turn show a good respect for the feelings of others, especially those with special educational needs. There are limited opportunities for pupils to show initiative and take personal responsibility; for example, in some lessons pupils have little opportunity to select equipment and materials for themselves.
18. Pupils with special educational needs have a good attitude towards learning. Their respect for others is good. Pupils in the nurture unit have very good attitudes to their work, despite a low attention span.
19. Although attendance is just below the national average at nearly 93 per cent, it is satisfactory overall, because the rate of unauthorised absence is below the national average and pupils want to come to school. This improvement has been brought about by the introduction of the breakfast club.

HOW WELL ARE PUPILS TAUGHT?

20. All lessons observed throughout the school were at least satisfactory, with 71 per cent of all lessons observed that were good or better. Twenty per cent of lessons were very good or excellent. There was no unsatisfactory teaching observed. Examples of good and very good teaching were observed throughout the school. The quality of teaching has improved significantly since the previous inspection and is having a good impact upon learning and raising standards.
21. The quality of teaching for children in the foundation stage is good overall. Teachers working with these children have a good knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. There is an appropriate emphasis upon activities that will promote speaking and listening; for example, through the introduction to the literacy and numeracy sessions. There are satisfactory opportunities provided for children to take responsibility for their own learning and children are well supported by teaching and support staff. Planning is good overall, and includes appropriate references to the Early Learning Goals for children of this age and the Literacy and Numeracy Strategies. Expectations of children's behaviour are good, and relationships secure. In one excellent lesson observed in a reception class, the secure, happy relationships established with children, together with the sensitivity and expertise of the class teacher created very effective learning. The teacher successfully used a puppet to involve the class in numeracy activities.
22. The quality of teaching in Key Stage 1 is good in English, mathematics, geography, art, and physical education; and is satisfactory in science and design and technology. There was insufficient evidence to make a judgement concerning the quality of teaching in information technology, history, music and religious education.
23. Good and very good teaching in a significant number of lessons is characterised by well-planned activities that are well matched to the needs of all pupils and a brisk pace. In the very best lessons, planning is thorough, expectations of work and behaviour are high, teachers have good knowledge of the subject, and resources are well prepared and used. This has a significant impact upon pupils' learning.
24. The good quality of teaching supports pupils' learning well throughout the school, and pupils make satisfactory progress overall. Most pupils show interest in their work, and they respond well to the challenges set by teachers. However, there are insufficient opportunities provided for pupils to use information and communication technology in their lessons.
25. The quality of teaching of pupils with special educational needs in classes is good. Work is well matched to the individual needs of pupils and addresses the targets on individual education plans (IEPs). The quality of teaching in the literacy withdrawal groups is generally satisfactory but work is not always appropriately matched to the individual needs of pupils. Pupils receive good support from the classroom support assistants, who are well briefed and efficient. Volunteer parents and some governors also give good classroom support.

26. The quality of teaching in the nurture unit is very good. Work is very well matched to the individual needs of the pupils. The very good management skills of the unit's teacher and the use of short, well-focused, activities, ensures that pupils generally remain on task and, therefore, make good progress. The unit's special educational needs assistant gives very good support, she is well briefed and an integral member of unit. At the time of the inspection, pupils from the unit were integrated in classes for assemblies, music and physical education. Classroom teachers and learning support assistants ensured that they were given good support. Once pupils are settled in to the unit's routines, the school plans to integrate the pupils in classrooms each afternoon.
27. Teachers have good knowledge and understanding of the subjects that they teach. Lessons are well planned, and include what pupils are expected to learn. Teachers' planning clearly indicates what is to be taught to pupils of different ages and ability. However, teachers lack confidence in their use of information technology throughout the curriculum. There is also a lack of effectively differentiated work in a minority of lessons in mathematics and science and this inhibits pupils' learning. Valuable links have been made with schools in Holland and France through the Comenius Project. This has been a good opportunity for teachers and support staff to share ideas; for example, a visit to a school in France has resulted in improved provision for role-play in the nursery.
28. The management of pupils in lessons is good throughout the school, and most pupils respond positively to the tasks they are given. There are a significant number of pupils in each class who have behavioural problems. Teachers deal with these challenges well, make their expectations of behaviour clear, and the standard of discipline is at least satisfactory and often good. Good behaviour is noticed and praised, and effective strategies are in place to manage pupils' behaviour and to raise their self-esteem. Classroom support staff and other adult helpers are well briefed, interact positively with pupils and support teaching staff well.
29. Teachers use learning resources effectively. The pace of most lessons is satisfactory, and in the best lessons teachers make clear to pupils how much time they have to complete an activity, and effective intervention encourages them to persevere with the task. However, the pace of lessons was slow in some mathematics lessons, and pupils lost interest and concentration. Again, in mathematics lessons, the review sessions did not always consolidate pupils' learning effectively.
30. The teaching of literacy is good and teachers are using the National Literacy Strategy successfully in their classes, with good opportunities being given to guided reading and writing. Whole class text, sentence and word level work is good and plenary sessions are effective. Satisfactory opportunities are taken for pupils to develop their literacy skills in other subjects; for example, in science, history and geography. There are good opportunities given to hearing pupils read throughout the school. The teaching of numeracy is also good, and the school is developing numeracy skills effectively in other subjects across the curriculum.
31. Throughout the school, teachers assess pupils well during lessons through discussion and observation. In the best lessons, teachers use their assessments to plan tasks that are well matched to the needs of all pupils. Teachers talk to pupils about their work and most use positive comments in their marking to help them improve. The quality of marking throughout the school is satisfactory.
32. Homework is used satisfactorily to extend and enrich pupils' learning throughout the school. Pupils regularly take books home to read, and teachers and parents complete reading diaries satisfactorily.

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

33. The curriculum provision is good and national requirements are met, including the locally agreed syllabus for religious education. The curriculum is now broad and balanced and prepares pupils well for the next stage of their education. The provision has improved since the previous inspection. The foundation curriculum and literacy and numeracy strategies have been established well, and the science curriculum has already been adjusted to bring it into line with the nationally produced

scheme. Literacy and numeracy are supported well across the curriculum. The school has already examined the sound provision in all other subjects and these have been brought up to date in the light of recent national curriculum developments and are ready to be discussed by the governing body of the school, prior to implementation.

34. Pupils with special educational needs are well supported across the curriculum areas and their provision has improved since the previous inspection. The needs of higher attaining pupils are now satisfactorily addressed. In recent years the school has improved the provision for these pupils in literacy and mathematics and this, together with effective revision strategies during the spring term has already had an impact on the school's results at the higher level in national tests.
35. The use of information technology to support learning in other areas of the curriculum is underdeveloped and this has a negative impact upon pupils' learning. The school makes good use of music expertise within the school and two teachers teach all classes for this subject. English, mathematics and music are taught as discrete subjects, but the curriculum of all the other subjects are presented through topics. This makes the time allocation of subjects and coverage of the curriculum difficult to assess in the foundation subjects where the monitoring of teachers' planning is variable in rigour.
36. The provision for personal, social and health education is good. Diet and health is addressed effectively and the school emphasises the importance of "the family" by putting siblings together in the same group for circle time. Issues related to sex and substance abuse, in line with the governors' policy, are addressed as needs become evident. There is as yet no detailed scheme of work in place but one has recently been completed and is ready to be implemented after half term.
37. The curriculum is well supported by links with the local community and partner schools. Pupils visit the local church, an old peoples' home, a garden centre and shops and pupils from the junior school visit to help in some literacy lessons. A good range of relevant visits also supports the provision; for example, Bath is used to support work in history, art and geography and Year 2 pupils visit a Hindu temple in Bristol. A good variety of visitors share their expertise and effectively support learning in a range of subject areas. These include students from different cultures, an evacuee, a local artist and music and dance specialists who run workshops. There is a very good range of extra curricular activities, which are well attended by pupils. These provide for a range of interests and include football, French, recorders, craft, gymnastics, choir and gardening.
38. Pupils with special educational needs receive full access to the curriculum. A key issue for action in the previous inspection report was to ensure that support for pupils on the special educational needs register did not restrict their access to the full range of the curriculum. This has now been addressed. Pupils in the nurture unit have full access to the curriculum. At present, they are integrated in classes for music and physical education, with plans for further integration in the afternoons.
39. The provision for pupils' spiritual, moral and social development is good. The provision for pupils' cultural development is very good. This represents an improvement since the previous inspection, when spiritual, moral and social provision was judged to be satisfactory and the provision for cultural development was judged to be "at an early stage of development."
40. The provision for pupils' spiritual development is good. Classes are bright and colourful and the outside walls have been painted with welcoming murals. Flowers and plants are effectively used around the school to add colour and interest. Collective worship is well planned with relevant themes, which include aspects of life such as friendship and kindness. Collective worship complies fully with legal requirements. Pupils are given regular opportunities to pray, sing a hymn, or quietly reflect. Assemblies promote awe and wonder; for example, in an assembly taken by the headteacher, cries of "wow" were heard when she held up papers made from coffee and banana plants. Pupils were eager to look, touch and smell the papers. In the weekly sharing assembly, pupils shouted "that's good" to a pupil who showed his drawing of an apple. Religious education offers pupils opportunities to learn about the value and wide range of beliefs and customs of the Christian, Jewish and Hindu faiths. Opportunities for spiritual development in lessons are not

always planned for, but examples were observed. In a literacy lesson in the nurture unit, pupils sat mesmerised by the 'Farmer Duck' glove puppet used by the teacher to tell the story during the guided reading introduction to the lesson.

41. The provision for pupils' moral development is good. Most pupils have a clear understanding of what is right and wrong, and are encouraged to be truthful and honest. Teachers talk to pupils about moral themes such as belonging to a family and school, friendship, being kind and helpful and helping those who help us. A good example was observed in a Year 1 lesson where the teacher used a picture of a street scene to encourage pupils to talk about good and bad behaviour in the street and people who help in and out of school. Pupils are set a good example by all staff and have a clear understanding of right and wrong. The Golden Rules for behaviour in school and in the playground are displayed for pupils. All staff have a very positive approach to managing pupils. They apply the behaviour code consistently and reward good behaviour with praise, stamps and stickers. Classrooms are organised so that pupils are given frequent opportunities to work together in pairs and small groups, where they are helpful and supportive to each other. A 'pupil of the week' is celebrated in assemblies.
42. The school's provision for social development is good. Pupils are regularly praised for and rewarded with stamps and stickers for achievement, effort, helpfulness and good behaviour. There are many opportunities for pupils to work together in class time and in after-school clubs and through the school's many planned visits. Pupils are encouraged to share resources and to collaborate. Physical education lessons, assemblies, the many extra-curricular activities, the breakfast club and educational visits also foster team and community spirit. However, lunch times in the dining room are sometimes too noisy and are not conducive to social development.
43. The school makes very good provision for cultural development. The wide range of visits and visitors increases pupils' knowledge of their own culture. For example, classes have visits from the Bristol Old Vic theatre, and visits to a Hindu temple, a fire station and Longleat stately home. The school takes part in the Bath Festival and last year entered dressed as 'Millennium bugs'. A summer barbecue is held with music provided by the Corsham wind band, and is very well supported by parents and friends of the school. The annual 'Bath in Bloom' competition awarded third prize to the school for its display of flowers in a wheelbarrow. Religious education provides good opportunities for pupils to learn about their own Christian heritage and about the traditions and beliefs of Judaism and Hinduism. Valuable links have been made with schools in Holland and France through the Comenius Project. Interesting displays invite the pupils to make comparisons between their own cultural locality and that of the Dutch and French schools. In assemblies, music is played from other cultures. During the inspection week, music was played from Zimbabwe and, to coincide with the Sydney Olympics, pupils sang an aboriginal song of welcome.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. As reported in the previous inspection, the school makes a strong and clear commitment to the care of its pupils. The procedures for ensuring pupils' welfare and child protection are very good. Procedures for providing educational support and for monitoring pupils' academic performance and personal development are good. Overall, the standard of care provided for pupils is a strength of the school; pupils receive their education in a secure and caring environment. This has a significant impact upon pupils' learning.
45. The school has clear child protection procedures in line with those of the local authority. The headteacher is the designated child protection officer and the chair of governors has also received child protection training. The deputy headteacher, who is also the special educational needs co-ordinator, is the designated 'Looked After' child protection officer. All staff are fully aware of the procedures they should follow if they have any concerns. External agencies, including the school nurse and the education welfare officer give valuable support to the school.
46. Other procedures for ensuring pupils' welfare are good. The school has a detailed health and safety policy to ensure the well being of all. It clearly defines the school's expectations of health and safety in general and the responsibilities of the governors and all staff. Health and safety practices

and security are good. Arrangements for pupils who become ill during the school day are good. Welfare assistants carry out necessary first aid efficiently and follow the school policy for recording and dealing with accidents. The level of supervision at lunchtime is satisfactory, although there is often a great deal of noise in the canteen. The role of lunchtime supervisors is underdeveloped. However, they are due to receive training in managing pupils' behaviour and promoting positive play during the current term. Play equipment is available, but because the playground is so small and at times too many activities are in progress, there is little space for pupils to sit quietly and talk. Throughout the time of the inspection many parents and employees of the school were observed smoking outside the school building, but within sight of the pupils. The school's anti-smoking policy is discussed regularly at governors' meetings and as a result a bin was placed at the school gate for parents to discard their cigarettes before coming into the school building. However, this does not fully promote the pupils' awareness of a healthy lifestyle.

47. The school policy for monitoring behaviour and the promotion of good behaviour is effective. It emphasises the positive approach based on the use of praise. The school's 'Golden Rules' are highlighted in the home school agreement and targets are set to help pupils keep these. Pupils are assisted by the provision of stickers, certificates and postcards sent home. Similarly sanctions are clearly stated. A number of pupils both in the nurture unit and in school have behaviour problems but have specific programmes in place with targets for improvement. Bullying, harassment and racial intolerance are not condoned and the inspection team saw none.
48. Every effort is made by the school to promote good attendance. The procedures for encouraging regular attendance and punctuality are good and both are well monitored. The education welfare officer visits the school regularly and follows up any problems. The breakfast club ensures that pupils are keen to come to school.
49. The school has good effective systems for assessing pupils' attainment and progress in English, mathematics and science. This involves each class teacher meeting with the headteacher and special educational needs co-ordinator every term to discuss the progress made by each pupil. At this meeting, pupils' achievements are measured against achievable outcomes, which result from specific target setting. Evidence of pupils' progress in their work is collected at the end of each year and used to support teachers' end of key stage judgements. Teachers meet on a regular basis to confirm that agreed standards of work are being met in English, mathematics and science and as a result, teachers have a good understanding of the attainment of the school as a whole and individual pupils.
50. Careful analysis of the national end of key stage results has led the school to identify weaker areas and those that require further emphasis. This year, the school has tracked a whole year group of pupils from baseline to the end of key stage tests and used this information to group pupils in literacy and numeracy. Although individual teachers make assessments of pupils' attainment in other subjects of the National Curriculum, there are no consistent, whole-school assessment procedures, which ensure the systematic recording of pupils' attainment and progress. The school has an effective assessment, recording, reporting and marking policy. It has been discussed and agreed by all staff and provides clear guidelines for the consistency and frequency of assessment procedures. The school knows its pupils very well and there are good systems in place for the sharing of information with parents.
51. The arrangement for the assessment and identification of pupils with special educational needs is good and is being implemented in accordance with the Code of Practice. This includes assessing pupils' needs, planning subsequent work, developing and using individual educational plans. Pupils with special educational needs are helped in a positive manner to meet targets in learning and behaviour through carefully structured programmes. Their individual education programmes are regularly reviewed. Liaison with outside agencies and external support staff is good. Pupils with statements for special educational needs and those in the nurture unit are given very good support by all teachers and support staff. Good support is given by outside agencies. However, the school has a higher than average number of pupils with speech and language needs, but only receives support from a speech therapist for one day a term.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents' and carers' views of the school are very positive and they use words like "fantastic" and "wonderful" to describe the job it is doing. Considerable improvement has been made since the previous inspection in developing the school's partnership with parents. The school nurtures its children and their parents with substantial and meaningful support.
53. The work of the school to involve parents in their child's learning is of a high order. It is achieved primarily through a wide range of very good social support from the Family Focus project (which can facilitate access to support groups) and the school nurse (who is readily accessible to families) to making the school a focal point in the lives of families.
54. The governors have a lunch for parents and the Friends of Southdown offer a coffee and croissants breakfast, and both occasions are very popular and well supported. The Friends are a very supportive group with good links with the community. They radiate an enthusiasm, which generates a very good response for their social and fund-raising activities.
55. The outstanding support of the school to meet parental needs ensures that the support of parents for their child's learning is maximised. An Early Learning Training course to promote parents' understanding of how children learn starts in October. The quality of information for parents is good overall and is at its best through the informal daily opportunities provided by a school that is always welcoming and supportive.
56. The school has established good links with those parents who have children with special educational needs. Parents receive early notification of their children's needs and are kept fully informed. They know the point of contact in the school. Regular meetings are held to ensure that parents are aware of all aspects of their children's needs. Liaison with parents of pupils with statements of special educational needs and parents of pupils in the nurture unit is very good. They are encouraged to be fully involved in review meetings.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The quality of leadership and management is good overall, with the headteacher making a very good contribution to the life and work of the school. The headteacher provides a clear sense of direction and purpose. This vision is closely linked to the needs of pupils, with an appropriate emphasis upon raising standards and effective teaching and learning. The deputy appropriately supports the headteacher. There have been continuous improvements in the quality of teaching and learning, the learning environment, and the curriculum provided since the previous inspection. Staff and governors have worked hard to develop effective communication and links with parents.
58. A team approach is well developed, and all staff work hard to improve the quality of education provided by the school. Equality of opportunity is promoted, and pupils with special educational needs are well supported. All teaching staff have responsibilities for co-ordinating areas of the curriculum. However, with the exception of literacy and numeracy, there are few opportunities for curriculum co-ordinators to monitor planning, pupils' written work, resource needs, budget allocations and the quality of teaching and learning in their subjects.
59. The special educational needs co-ordinator, who is also the deputy headteacher, maintains a good overview of the provision for pupils with special educational needs. This ensures that the school complies with the Code of Practice and fulfils its statutory requirements. She provides good leadership in this area of the school's work, understands pupils' needs very well and is well supported by special educational needs assistants and classroom assistants. The governor for special educational needs is kept fully informed and provides good support. There are regular reports to the governing body on the progress and effects of special educational needs provision. Outside agencies; for example, the nurse, the speech therapist and the educational psychologist, provide good support for the school. However, the allocation of time for the speech therapist is only one day a term and is insufficient for the higher than average number of pupils in the school who require speech therapy.

60. The governing body is making a good contribution to the life of the school and is well aware of its strengths and weaknesses. A range of its responsibilities is delegated to committees that effectively support the work of the school. The governors fulfil their statutory responsibilities well. Governors are satisfactorily involved in the monitoring of the work of the school, and several governors visit the school whilst it is in session. However, governors have insufficiently addressed the school's no-smoking policy in the school playground.
61. The school has clear aims that are supported by pupils, parents, staff and governors. These include creating an environment that effectively promotes learning and positive attitudes, together with the development of self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society. These aims are effectively incorporated into all aspects of the school. The school development plan is an effective document that clearly identifies the areas for future development. The planning process is appropriate, the document is clearly laid out and identifies resource implications, key personnel and time scales, together with costings.
62. There is satisfactory formal and informal monitoring of teaching and the curriculum by the headteacher and co-ordinators for literacy and numeracy, and this is helping to raise standards. The school has identified appropriate priorities and targets, and is taking the necessary action to rectify deficiencies, and in particular, to raise standards. The school's ethos is good, and an effective learning environment has been established.
63. Financial planning is satisfactory, and special grants, such as allocations for professional development are used appropriately. The governors are prudent in their budgeting, and strategic planning is satisfactory. The school budget is managed well, and financial control and administration are good overall. The full governing body agrees the budget allocations annually, and governors monitor expenditure monthly in order to check that actual expenditure is in line with the agreed budget. Sufficient financial information is made available to all governors. The governors make satisfactory use of resources and link spending decisions to educational priorities. There are appropriate procedures to review and evaluate the effects of financial decisions and governors have a good understanding of best value principles and apply them well. One recent example of this has been the governors' decision to operate the school meals provision themselves, because they wish to improve the quality and range of the food provided for pupils.
64. The school is well staffed and there is an appropriate balance of experience and expertise. The accommodation is adequate to meet the needs of the curriculum and the school makes the most of what it has. The drab buildings are alleviated by effective displays in classrooms and corridors, and the addition of two attractive conservatories does much to enhance the learning environment. Although the main playground is small other more attractive areas supplement it. The quality, range and availability of learning resources are good overall, however, some subject co-ordinators are insufficiently aware of budget allocations or resource needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the standard of education further for pupils, the headteacher, staff and governors should focus upon the following key issues:

- (1) Raise standards in English and mathematics by:
 - providing more opportunities for pupils to write at length; (paragraph 86)
 - developing fluency and imagination in pupils' writing; (paragraph 86)
 - providing more opportunities for pupils to write and listen to poetry; (paragraph 86)
 - providing more opportunities for pupils to understand and use the school library; (paragraphs 85, 90)
 - improving the quality of teaching in literacy withdrawal groups for pupils with special educational needs; (paragraphs 25, 89)
 - improving the pace of lessons to maintain pupils' interest and concentration, particularly in mathematics; (paragraphs 27, 29, 93, 94, 100)
 - improving the quality of review at the end of lessons, particularly in mathematics. (paragraphs 29, 94)

- (2) Raise standards in information technology by:
 - establishing continuity and progression through teaching key skills; (paragraphs 116, 118)
 - improving teachers' confidence and knowledge in the use of information technology; (paragraphs 27, 116, 117, 118)
 - sharing examples of best practice in teaching; (paragraphs 11, 115, 118)
 - providing more opportunities for pupils to use information technology in subjects across the curriculum. (paragraphs 11, 24, 35, 73, 75, 100, 110, 117)

- (3) Improve the overall structure and effectiveness of subject management across the school by:
 - clearly defining the role and responsibilities of subject co-ordinators; (paragraphs 58, 118)
 - ensuring that co-ordinators are fully aware of subject budget allocations and resource needs. (paragraphs 58, 64)
 - establishing a clear programme for monitoring and evaluating the quality of teaching and learning in all subjects. (paragraphs 35, 58, 101, 110, 113, 118, 127, 131)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Consider ways of increasing the provision for speech therapy in the school. (paragraphs 51, 59)
- Ensure that the behaviour policy is effectively implemented and appropriate strategies are used, particularly by staff at lunchtimes. (paragraphs 16, 42, 46, 109)
- Provide more opportunities for pupils to show initiative and to take responsibility. (paragraph 17)
- Consider whether the school's no-smoking policy is fully promoting pupils' awareness of a healthy lifestyle. (paragraphs 46, 60)

- Ensure that there are whole school assessment procedures to assess pupils' attainment in all subjects, particularly foundation subjects, and that these are consistently applied. (paragraphs 50, 104, 110)
- Ensure that pupils' investigative skills in science are fully developed, particularly for higher attaining pupils. (paragraphs 97, 100)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2%	18%	51%	29%	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	30	178
Number of full-time pupils eligible for free school meals	0	78

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	10
Number of pupils on the school's special educational needs register	4	58

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	7%
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 [1999]	32 [34]	27 [20]	59 [54]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28 [23]	23 [19]	22 [22]
	Girls	26 [17]	23 [16]	22 [15]
	Total	54 [40]	46 [35]	44 [37]
Percentage of pupils at NC level 2 or above	School	92 (74)	78 (65)	75 (69)
	National	* (82)	* (83)	* (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	* [23]	* [22]	* [28]
	Girls	* [17]	* [15]	* [16]
	Total	* [40]	* [37]	* [44]
Percentage of pupils at NC level 2 or above	School	* (74)	* (69)	* (81)
	National	* (82)	* (86)	* (87)

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

*Information not available.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	176
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	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 – Y2**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	25.1:1
Average class size	28.5

Education support staff: YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	158

Qualified teachers and support staff: nursery

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

Total number of education support staff	2
Total aggregate hours worked per week	62

Number of pupils per FTE adult	10:1
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	530343
Total expenditure	517302
Expenditure per pupil	2487
Balance brought forward from previous year	20365
Balance carried forward to next year	33406

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	201
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	2	0	0
My child is making good progress in school.	78	20	2	0	0
Behaviour in the school is good.	59	35	4	0	2
My child gets the right amount of work to do at home.	56	34	6	0	4
The teaching is good.	80	18	0	0	2
I am kept well informed about how my child is getting on.	82	18	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	14	0	0	6
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	73	27	0	0	0
The school is well led and managed.	84	16	0	0	0
The school is helping my child become mature and responsible.	74	24	0	0	2
The school provides an interesting range of activities outside lessons.	58	33	2	0	6

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

65. Children enter the nursery class for morning or afternoon sessions in the September before their fourth birthday. As this is a local authority nursery covering an extended catchment area, not all children transfer to the school's two reception classes. These children were attending the nursery for their first full sessions during the period of the inspection.
66. The majority of children from the nursery enter the reception classes in the September prior to their fifth birthday. At the time of the inspection, most of these children had just started attending the school for a full day. This has followed a period of part time attendance for these children, including staying for lunch. This well considered start to school provides a good introduction for children and their parents and carers to familiarise themselves with the life and work of the school.
67. Judgements relating to standards at this time of the year are also based upon observations of pupils at the beginning of Key Stage 1. Children enter the nursery with well below expected levels of attainment in all areas of learning. A significant number of children in the nursery demonstrate delayed speech and language development. The range of attainment measured by baseline assessment show that children's attainment on entry to the reception classes is below average. Children make good progress in the nursery and reception classes, and broaden and consolidate their knowledge in all areas of learning. By the time children enter Key Stage 1, their attainment is below expectations in all areas of learning. Overall provision for children in the foundation stage is good and standards in this area of the school's work have been maintained since the previous inspection.

Personal, social and emotional development

68. Children in the nursery achieve below what is expected for children of this age, although they make good progress through well planned opportunities to establish constructive relationships with other children and adults. Most children settle quickly in their new surroundings, show some curiosity and begin to explore the materials and equipment that are provided for them. A number of children delighted in exploring the new home area and were fascinated that they could go upstairs to look at books. However, a significant number of children showed little interest in exploring their new surroundings, most preferring to be led and directed by adults.
69. Children in the reception classes achieve below what is expected for their age. However, they make good progress through well-planned opportunities for children to establish constructive relationships with other children and adults. Planning for sessions provides good opportunities for children to work alone, in small groups or as a whole class. Children are responsive, interested in what they are doing, and are beginning to concentrate and persevere in their learning. Children in the reception class listen well, and are happy to contribute their own ideas during discussion; for example, when discussing letter sounds or when sharing a book together. The quality of teaching is good in this area of learning.

Communication, language and literacy

70. A significant number of children in the nursery show delayed development in their speech and language. Many children use gestures such as nods and shakes of the head to communicate their feelings and answers to questions. Few children construct simple statements and a significant number of children rely on facial expression and grunts to communicate their feelings. Staff provide good opportunities for children to communicate with each other and adults and they have high expectations. Story telling encourages listening and speaking skills. In one good example observed, a story sack based on the story of "Farmer Duck" was used to encourage children to predict the story. The teacher's good story telling skills, and use of puppets encouraged children to listen and take part in the story.

71. In the reception classes, children mostly listen well to their teachers and are becoming confident in their use of a growing vocabulary and range of expression. Children broaden and consolidate their use of language and achieve just below what is expected for children of this age. Good opportunities are provided for children to communicate their thoughts, ideas and feelings. Progress in communication, language and literacy is good, and is well matched to children's learning. There are good opportunities for children to experiment with writing. The classrooms are thoughtfully planned to promote the importance of language through signs, notices, books, tape recorders and listening centre and computer. There are good opportunities for role-play and available resources for children to use. The quality of teaching is good in this area of learning.

Mathematical development

72. Children in the nursery achieve below expectations in this area of learning. In the nursery, mathematical development is effectively promoted through the use of number games and songs. Some children are beginning to show an interest in numbers and counting and most are beginning to join in singing rhymes and songs. Staff create good opportunities to introduce children to mathematical language; for example, during story time and when giving out drinks at breaktime.
73. Mathematical development is effectively promoted in the reception classes and there are good opportunities for children to count, sort, match, seek patterns, and recognise relationships when working with numbers, shapes, space and measures. Attainment in mathematics is below expectations, although children make good progress in colour, shape and number recognition. Children experience a good range of number and singing games. Numeracy skills are developing satisfactorily. Children are beginning to identify and create patterns and compare, sort and count objects and count up to ten. However, computer programs are insufficiently used to reinforce activities and early skills in this area of learning. The quality of teaching is good.

Knowledge and understanding of the world

74. Children in the nursery achieve below expectations in this area of learning. Although some children show some curiosity in their new surroundings, most are reluctant to explore, investigate and ask questions. Staff provide a good range of attractive resources for children to use in the nursery. There are good opportunities for children to explore the nursery and school grounds as well as visits to local places of interest, including Bristol Museum.
75. In the reception classes, children achieve below expectations for their age, and they make satisfactory progress. The activities provided help children to develop an understanding of the world around them. A few children talk about where they live, their families and their immediate environment, and they recall their experiences through a range and variety of role-play. Children effectively develop the skills of cutting, joining and building using a good range of materials. They have good access to a range of construction materials. However, there are limited opportunities for children to use information technology to support literacy and numeracy. The quality of teaching is good, lessons are planned well, make appropriate use of resources to stimulate children's enthusiasm, and teachers use good questioning skills to develop children's knowledge and understanding.

Physical development

76. Children in the nursery achieve broadly what is expected for children of this age. Children begin to respond to rhythm when clapping. They show some skills when using large wheeled toys outside and stop when necessary. Children in the nursery have good opportunities to move freely, outdoors as well as in the school hall. There are good opportunities for children to develop their manipulative skills; for example, in cutting card and paper, using glue sticks and paintbrushes.
77. In the reception classes, children's physical development is in line with expectations for their age, and they make good progress. They handle scissors, glue, paintbrushes and crayons appropriately. Children have good access to the main playground to extend their physical development. There are good opportunities for children to have physical education lessons in the

school hall, as well as good opportunities for children to use large wheeled toys, climb and balance. In one good lesson observed, children participated well when using large floor apparatus in the school hall. Children were encouraged to work within a group and to find ways of crossing a bench, box, mat and hoop. Children changed quickly and quietly for this lesson and showed increased independence in their learning. The quality of teaching in this area of learning is good.

Creative development

78. Children in the nursery achieve below expectations in this area of learning. Children are beginning to differentiate and talk about colours. However, they show little response to the texture of materials that they use. Children enjoy learning and joining in with songs and rhymes through well prepared opportunities provided by staff. Children enjoy role-play in the home area and delight in preparing a meal and ironing clothes, although concentration during these activities is very limited.
79. In the reception classes, children's creative development is broadly in line with expectations for their age and they make good progress overall. They show an appropriate appreciation of the effects of different textures, colours, shapes and patterns. There are well-planned opportunities to promote creative development and good opportunities for children to express their ideas. The classrooms are a stimulating environment for children to work and are supported by the sensitive intervention of class teachers and learning support assistants. The teaching in this area of learning is good.
80. Overall, the quality of teaching for children in the foundation stage is at least good and sometimes very good. Class teachers have a good knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. Teachers and support staff work very well as a team in the Foundation Stage and children benefit from this consistent approach to their learning. There is a good emphasis upon activities that will promote speaking and listening; for example, through the early introduction of elements of literacy and numeracy lessons. Planning is good overall, and includes appropriate references to the Early Learning Goals for children of this age. Expectations of children's behaviour are appropriate, and relationships are secure.
81. There is a good range of resources available, including provision for children's physical development; for example, large wheeled toys and apparatus for climbing and balancing. Class teachers have worked hard to provide an attractive and stimulating environment for children. Children's work is attractively displayed and valued. There is equality of learning opportunities for boys and girls.

ENGLISH

82. At the end of Key Stage 1, results of the 1999 national tests in reading showed attainment to be below average, although above when compared with similar schools. The number of pupils achieving the higher level in reading (level 3) was also below the national average. In writing, pupils' results were well below the national average, and below when compared with similar schools. Pupils achieving the higher level (level 3) were close to the national average. The test results for 2000 indicate a rising trend in standards in reading, with a significant increase in the number of pupils achieving average national levels, as well as significantly more pupils achieving the higher levels (level 3). Standards in writing also show an improvement in the 2000 national tests. However, standards have fallen overall since the previous inspection findings in 1996, because of the significantly higher number of pupils with special educational needs.
83. Inspection findings conclude that standards are below expectations overall in Key Stage 1, particularly in writing and speaking and listening skills, although standards in reading are broadly in line with expectations. The school has worked hard to improve standards in writing by careful analysis of test results and by the setting of realistic targets for improvement. Although these initiatives are becoming established, they have not been in place long enough to have a full impact on standards across the school; however the potential for improvement is good. Good teaching is enabling pupils of all abilities to make satisfactory progress, and the school is coping well with the

wide range of differing needs of pupils. Pupils with special educational needs make good progress because of the good provision and good quality teaching.

84. Standards in speaking and listening are below expectations throughout the school. Children enter the school with standards that are well below expectations, and a significant number of children have delayed speech and language development. The school has worked hard to address the needs of these children, providing many enriching opportunities in order to raise standards, including working closely with parents. This has had a positive impact upon learning and the standards achieved. High expectations and well focused questioning by teachers enable pupils of all abilities to practise their speaking and listening skills. In one good Year 2 literacy lesson, the teacher placed a strong emphasis upon the meanings of words and some time was spent discussing appropriate words that would fit comfortably into the sentence. A small number of pupils answered in well-constructed sentences and expanded their explanations by using words such as 'because' and 'so'. Their command of language is growing satisfactorily, because new words are systematically introduced and consolidated.
85. Standards in reading are broadly in line with expectations, and all pupils learn effectively and make good progress across the school, because reading skills are taught well and parents are encouraged to support their children in reading at home. The contribution of pupils and parents to the home-school reading booklets are satisfactory. Guided reading sessions are used effectively and teachers keep detailed day-to-day records of pupils' progress and what they need to do next to improve. Basic skills such as phonics are taught well, which enables pupils to read unfamiliar words. They read simple books fluently and often expressively, because teachers are good role models. Pupils enjoy reading both fiction and non-fiction books. However, few know how a simple library system works.
86. Standards in writing are below expectations across the school. However, the school is well aware of this weakness and staff are working hard to improve the content and range of writing in order to raise standards. Handwriting, punctuation, grammar and spelling are taught well, and most pupils take good care with the presentation of their work. The low standards in speaking and listening have a negative impact upon pupils' learning and standards in writing. Extended writing often lacks imagination and fluency. Pupils find difficulty in varying the way in which they start their sentences, and often lack interesting and appropriate vocabulary to enrich their story writing. However, the mechanical aspects of writing are often satisfactory. Older pupils' use of capital letters and full stops is often correct. Handwriting is often joined, and is neat and legible and pupils show pride in their work. Teachers across the school introduce pupils to a growing range of purposes for writing, including evaluations, leaflets and posters to extend their range of, and purposes for, writing. There were few examples of poetry being used to enrich lessons during the inspection or appearing in pupils' previous work and teachers' planning.
87. Pupils' attitudes and behaviour in lessons are at least satisfactory and often good. Lapses occurred in a minority of lessons. In some lessons, the continuity was disturbed by a small number of pupils with behavioural difficulties. Class teachers and support staff dealt consistently and well with these disturbances.
88. The quality of teaching is good overall in Key Stage 1, with 80 per cent of lessons observed that were good or very good. This represents an improvement since the previous inspection. Teachers have good subject knowledge, they teach basic skills well and work is planned carefully to enable all pupils to have full access to the curriculum. Higher attaining pupils are identified and supported appropriately. Teachers' expectations are usually high and time and resources, including the well-informed support staff, are used appropriately.
89. Day-to-day assessment, including the use of good questioning techniques and the sensitive marking of pupils' work, enables pupils to make good gains in their learning and often tells them what to do next to improve. Provision for pupils with special educational needs is mostly good. However, although the quality of teaching in the literacy withdrawal groups is generally satisfactory, the work is not always appropriately matched to the individual needs of pupils.

90. The use of literacy across the curriculum is well planned and taught. Pupils are encouraged to use their writing in a wide range of contexts including historical accounts and reviews in other subjects. However, pupils are not always given sufficient opportunity to look for information for their topics in the library. The literacy hour is well established and, together with the school's desire to improve, is increasing the range and extent of learning opportunities, and in raising attainment.

MATHEMATICS

91. National test results for 1999 indicate that at the end of Key Stage 1 the percentage of pupils reaching level 2 (the level that an average seven year old can be expected to reach) or above, is well below the national average. The percentage of pupils reaching the higher level 3 is above national figures. Overall, the schools results are in line with those of similar schools. At the higher level 3, pupils are less competent in the area of shape, space and measures than the other areas. Taking the results of the last four years together, girls perform better than boys in the tests, although this is not evident in lessons. Although standards are lower than those recorded at the time of the previous inspection, there has been a considerable rise in the number of pupils with special educational needs attending the school so some difference in results is not surprising. The school has improved its provision for these pupils since the previous inspection and although as yet unpublished, this year's data indicates that results are continuing to improve.
92. The standard of work of pupils in Key Stage 1 is below that expected nationally. However in a significant minority of lessons in both year groups the attainment of pupils is in line with national expectations. By the end of this key stage, most pupils of average ability have a secure knowledge of the appropriate language of mathematics and are able to use number bonds up to ten in addition and subtraction of larger numbers. Higher attaining pupils understand the concept of division and divide small numbers by two, three or four. Most pupils have an understanding of a half and a quarter and measure lengths using centimetres. Higher attaining pupils measure lengths in centimetres and metres and weigh items using non-standard units; for example, plastic cubes. Little recorded evidence related to work on capacity is evident. Most pupils recognise a right angle and know the names of simple plane shapes and solids. Higher attaining pupils understand some of their simpler properties. Pupils' competence in numeracy is well supported across the curriculum through the use of measuring in science and calculating how many pupils are absent after the morning register has been taken.
93. The quality of teaching overall is good and has improved since the previous inspection. Teachers display good subject knowledge and all sessions are well planned and organised. In the most effective lessons work is well structured so that tasks are relevant and accessible for the range ability represented in the class. In Year 2; for example, pupils find the number bonds which make thirteen. Lower attaining pupils each have a basket containing thirteen blocks, which they separate in different ways and count the number of blocks in the resulting two groups. Higher attaining pupils make good use of number lines to assist them in the same task, while the higher attaining pupils complete the task unaided. In a significant minority of lessons, however, higher attaining pupils are not moved on to more challenging work quickly enough and pupils' motivation lapses. Lower attaining pupils are well supported by effective classroom assistants.
94. Teachers work hard to develop pupils' understanding and use of appropriate mathematical language and key words are often displayed at the front of the class and used during the question and answer sessions. Mental arithmetic sessions are effective and provide a motivating start to lessons. In Year 1; for example, pupils and the teacher take turns counting in blocks of four up to twenty and predict whether blocks of three and then five would end exactly on twenty. In a minority of lessons, however the pace of the lesson is allowed to drop after an effective and purposeful start and motivation lapses. The effectiveness of review sessions at the end of lessons is sometimes variable. Relationships within the classroom are good and pupils respond well to teachers' instructions and guidance. Pupils' strengths and weaknesses are well known, so that teachers' questioning is appropriate for the level of attainment of the pupils. Consequently, pupils of all abilities are involved in class question and answer sessions and they contribute with appropriate confidence. Overall pupils, including those with special educational needs, make good progress. Homework supports learning satisfactorily.

95. The curriculum complies with national guidelines and is based around a published scheme. The National Numeracy Strategy is well established. Teachers' planning, the quality of teaching and pupils' work are regularly monitored. The assessment procedures are good and are based on the published scheme. National test results are monitored and analysed effectively in order to track pupils' progress and inform teaching. As a result of this, the school has identified a target group of pupils in each year group who are not fulfilling their potential. The support of the subject by information technology is unsatisfactory. Resources are adequate and are utilised well to support learning.

SCIENCE

96. Inspection findings indicate that standards are in line with expectations. This judgement is similar to the findings of the school's previous inspection. In the 1999 end of key stage assessments made by teachers, standards in science were well below average at level 2 and above and in line with the national average at level 3 and above. In comparison with the performance of pupils in similar schools however, standards at level 2 and above were average, while at level 3 and above standards were above average. The results of the 2000 teacher assessments indicate that standards have risen since 1999 and the pupils' performance in science is likely to be average. This improvement is due to the commitment by the school to raise standards and the careful assessment procedures that enable teachers to track the progress of individual pupils from the time they enter the school. As a result, teachers plan for and provide activities that in general meet the needs of individual pupils.
97. Pupils with special educational needs receive well-targeted support and achieve satisfactory standards, relative to their previous attainment. Appropriate opportunities exist for the development of the knowledge and understanding of the higher attaining pupils in most science lessons as teachers' plan for the necessary extension activities. However, at times, these activities do not fully extend their investigative skills.
98. By the age of seven, pupils show a sound understanding of how to undertake experiments and investigation. They grow seeds and investigate the conditions required for plant growth, test a range of balls made from different materials to find out which ball bounces the highest and consider what will happen to the shape of a ball of plasticene when dropped from a height. They know that animals found in the school grounds can be grouped according to observable similarities and differences, such as those that can fly / can't fly and produce a record showing the animals they saw and where they were found. Pupils' understanding of materials is good. In their study of homes, they know how the properties of some materials such as glass, slate, brick and wood determine their particular use. They also know that some materials occur naturally and some are man made and sort everyday objects into groups on the basis of properties such as, flexibility and magnetic behaviour.
99. Pupils' understanding of physical processes is satisfactory. Pupils identify common appliances, which use electricity, recognise the potential dangers associated with electricity, construct a working circuit and represent the circuits in drawings. In Year 2, pupils' investigative skills are satisfactory. They make observations related to the tasks and record their findings through drawing, writing and in chart form. However, few pupils have the ability to put forward their own ideas and communicate in a scientific way what they have found out.
100. The quality of teaching and the quality of learning are satisfactory. Pupils with special educational needs are well supported in their learning and make satisfactory progress. Teachers give clear introductions to their lessons. This ensures that all pupils are aware of what is expected of them and understand how the present lesson is linked to their previous work. Teachers introduce and emphasise new vocabulary and concepts clearly and continually reinforce them during the lesson. Pupils are managed well and their interest and motivation are maintained by the careful use of questions and comments. This ensures that the progress pupils make is maximised. A lesson to younger pupils on the theme of materials illustrated several of these features and led to the effective learning of the majority of pupils, including those with special educational needs. Lesson planning overall is sound and there is an appropriate match of tasks to the attainment levels of different pupils. However, the activities provided for the higher attaining pupils do not always ensure they are

sufficiently challenged. Teachers encourage pupils to work independently and the appropriate support is provided to pupils when necessary, as they carry out their tasks. Pupils from an early age work well together within groups and share resources sensibly. Support staff are well briefed and play a major role in supporting pupils with special educational needs. Minor weaknesses were in the pace of lessons being rather slow which resulted in pupils losing interest and insufficient opportunities for pupils to apply their numeracy skills fully in science. In addition, teachers do not ensure that pupils make sufficient use of information and communication technology.

101. Teachers are well supported by a clear scheme of work that is linked to a series of cross-curricular topics which have been carefully checked to ensure full coverage of the National Curriculum requirements. A focused science investigation is built into each topic. Pupils' work and teachers' planning is monitored carefully but there is currently no programme to monitor classroom practice. Useful assessment procedures and tracking systems are now well established and used appropriately to focus on developing pupils' rate of progress. This has helped to raise teachers' expectations and supported the progressive development of pupils' knowledge, understanding and skills. Learning resources for science are good and the school makes good use of its grounds and wildlife area for pupils to use for environmental studies. Visits to places of interest such as the Exploratory Science Museum in Bristol and Folly Farm as well as visitors invited into school such as the Kinetic Theatre for Science further enhance pupils' learning. Interest in the subject was promoted well through a 'science day', where activities were set up for parents to participate in.

ART

102. Standards of attainment of the oldest pupils at the time of the inspection are above expectations. This is an improvement on the findings of the school's previous inspection. Pupils skilfully use a variety of media such as textiles, clay, printing techniques, pastels and paint to express their ideas. Pupils' understanding of the effects of colour develops well across the school and earlier experiments with shades of colour lead to particularly effective paintings of autumn leaves by the oldest pupils that show a developing awareness of the variety and qualities of colour. Observational drawings and paintings of buildings in Bath are of a high standard and show that pupils are observing detail and becoming skilled at drawing. Work done in the style of Monet and Van Gogh shows sensitivity towards the artists' approaches. Pupils' use of paint to produce a large picture of 'A Wheatfield with Cypresses' shows a good degree of skill. Their models with clay, of large, bold sunflowers are vibrant and well constructed. There is evidence to indicate that pupils are learning about forms of art from around the world. After a visit to school by an Indian dancer, pupils reproduced patterns onto silk fabric to represent the colours observed in the clothes. There are good links with science when pupils use fabrics, thread and fabric paints to make pictures of mini-beasts. Older pupils are beginning to evaluate their own work and say what they think and feel about it.
103. The quality of teaching is good and results in good progress in pupils' learning. The evidence from the lessons observed, from pupils' previous work and of the work on display, is that pupils are given the opportunity of experiencing a good range of techniques and developing a wide range of skills. In lessons, pupils are introduced well to the planned activities. Older pupils were taught the basic use of pencils, pastels and crayons in preparation for drawing an apple, both inside and outside, after observing it closely with the use of a magnifying glass. After encouragement, pupils settled well to the task, became focused in their work and experimented with shading and texture to produce pleasing results. Teachers plan carefully with clear objectives for learning that are in line with the school's scheme of work for art. Tasks are well matched with sufficient challenge to stimulate interest. Pupils' learning is additionally enhanced by the good use of classroom assistants. Areas for further development in teaching relate to the over direction in some of the activities and consequently opportunities for pupils to explore and develop their own ideas are restricted.
104. The scheme of work ensures that pupils receive a wide range of experiences and states the general pattern of development through the years. Although there is no consistent format for the systematic assessment and recording of individual skills, the art co-ordinator has collected a sample of pupils' work that show all the elements of art that are outlined in the scheme of work. Resources are good and are stored both centrally and in classrooms. Throughout the school, there are colourful

displays that are used effectively to enliven classrooms and enhance communal areas. Interest in the subject is enhanced by good links with the local community, when for instance, pupils make posters for the Round Table fireworks display. The subject contributes well to the pupils' spiritual, social, moral and cultural development.

DESIGN AND TECHNOLOGY

105. Although only one design and technology lesson was observed during the inspection, a scrutiny of previous work completed by pupils and discussion with pupils indicates that standards of the oldest pupils at the time of the inspection meet expectations, and standards have been maintained since the previous inspection. Year 2 pupils have sound skills in designing and modelling using a variety of materials and simple tools. They show satisfactory progress in their knowledge and understanding of techniques that join materials. In Year 1, for example, they use thread and glue and progress to selecting a range of fasteners including split pins, masking tape and staples. In Year 2, pupils construct a wooden picture frame and attach card cut into right-angle triangles to the corners of the frame to give it extra strength and rigidity. Pupils are becoming confident in evaluating their work and in some instances do so in writing placed alongside the planning. Their plans show the materials used the method of assembly, what they would change in the future and what they like about their finished model. Good opportunities for designing and making are provided in food technology, for example when pupils design and create their own healthy sandwiches and learn how to make fried mixed vegetables. Discussions with pupils, show that they clearly enjoy the range of design and technology activities planned in the curriculum.
106. The evidence indicates that the quality of teaching and learning is satisfactory and that most pupils make sound progress in this subject. The scrutiny of plans shows that teachers have an appropriate knowledge and understanding of the subject. Their planning is sound and introduces pupils to a varied and increasing range of tools and materials for both designing and making. This helps pupils to build up their skills systematically through the school. They have appropriate expectations of pupils' performance and have clearly encouraged them to strive for a good finished product. In one lesson observed, careful attention was given to the safe handling of tools, as when pupils in the nurture unit were taught how to use knives, a cheese grater and an egg-slicer when preparing the fillings for their sandwiches. The teacher and learning support assistant constantly asked questions both during and after the pupils had made the sandwiches to help reinforce their knowledge and understanding of the task and to develop their language skills. Infinite patience was shown with these pupils.
107. Planning of design and technology is closely linked to the wider topic base followed by the school. The draft scheme of work has clear guidelines for all elements of the subject and ensures that all activities are progressively developed as pupils move through the school. Assessment procedures are linked closely to the new scheme. However, arrangements for co-ordination and monitoring of the subject are underdeveloped. Resources for the subject are good, well organised and easily accessible to class teachers.

GEOGRAPHY

108. The standard of attainment of the oldest pupils at the time of the inspection is in line with national expectations. Overall, pupils make sound progress in their knowledge and understanding of geography and in the development of geographical skills and vocabulary. At the beginning of the key stage, pupils develop a good understanding of the use of a plan by representing their individual routes to school. They include some of the main features passed on the way, higher attaining pupils include greater detail. During the Year 1 topic on homes, pupils examine the local environment and compare the homes there with those found in other countries. They make simple observations on the weather and seasonal changes, during their holiday topic and can assess how these affect things what we wear. Pupils in Year 2 know the points of the compass and use these to locate particular places on a grid map of streets. They understand the use of a key and draw simple plans, for example, an imaginary dragon island. Their knowledge and understanding of their own environment is enhanced well by field trips and their concept of a different environment is developed effectively through links with schools in other countries including France, New Zealand,

Australia or America. Pupils, including those with special educational needs, make good progress overall. Standards have been maintained since the previous inspection.

109. The quality of teaching is good and has improved since the previous inspection. Teachers' subject knowledge is secure and their planning is sound. In more effective lessons, the sessions' objectives are displayed at the front of the classroom and these are made clear to pupils at the start and help to focus pupils' attention. Teachers organise lessons well and plan an appropriate balance of teacher input and pupil activity, thus ensuring that pupils maintain concentration. In a minority of lessons at the start of the afternoon session, a significant minority of pupils find it difficult to settle down to work. Interesting resources help teachers to motivate the pupils. In Year 2, a soft toy in the form of a kiwi bird and a diary of its "experiences" in a school in New Zealand is used effectively to introduce a similar scheme based on links with an American school. Relationships within the classroom are good and teachers are therefore able to modify the behaviour of the more challenging pupils without disturbing the secure working atmosphere established in the classroom. Teachers know their pupils well and ensure that their questioning of pupils is appropriate for their particular ability and developmental stage. Consequently, pupils feel secure enough to put up their hands in question and answer sessions. Teachers display pupils' work well; for example, in Year 1 pupils paintings of their own houses are displayed on a plan of their routes to school. Support assistants provide effective support and guidance for pupils with special educational needs. Pupils respond satisfactorily in lessons and most have a sense of curiosity about the world around them. They settle down sensibly when starting individual tasks and are expected to take care with these. Pupils' behaviour is satisfactory in lessons.
110. The school places an appropriate emphasis on geography and the curriculum content contains satisfactory breadth and balance. The scheme of work has already been adjusted in the light of recent national developments and is ready to be presented to the rest of the staff for comment. Teachers' planning is insufficiently monitored to ensure that the subject's time allocation and content within the topic system is appropriate. Formal assessment procedures are limited to the annual report to parents. Samples of pupils' work from each class are kept but these do not reflect the variety of abilities in the class and are not used to track pupils' progress. Resources are adequate for the teaching of the subject although the use of information technology to support learning is underdeveloped.

HISTORY

111. Standards of attainment of the oldest pupils at the time of the inspection is in line with national expectations and pupils, including those with special educational needs, make good progress. Standards have been maintained overall since the previous inspection. Pupils have a sound appreciation of changes over time; for example, in Year 1 pupils examine homes through the ages and compare them with our homes today and Year 2 pupils develop an appreciation of the effects of the introduction of mechanisation in farming as part of their harvest topic. They know about a variety of important people from the past, for example Guy Fawkes, Boudicca and Christopher Columbus and their impact on life at the time. Pupils' depth of knowledge is appropriate and their progress is enhanced well by the visits they make. In Year 2 pupils visit Bath, where they examine a variety of artefacts and buildings, which enhances their knowledge of the Romans. Year 1 pupils visit Farleigh Hungerford and find out about castles and their fortifications.
112. No history lessons were observed during the inspection so no overall evaluation of teaching could be made. However, teachers' planning within the integrated topics is sound and pupils' topic books are neat and contain well-organised work. Photographic evidence records the range of visits well and pupils talk about these with interest and evident enjoyment.
113. The curriculum contains sufficient breadth and balance and is satisfactory. The scheme of work is to be examined and adjusted this year in the light of national developments. Monitoring of teachers' planning is insufficiently developed to ensure appropriate time allocation and coverage. Pupils' assessment is limited to that necessary for the annual report to parents. Parents were invited to attend a museum week to emphasise changes in the twentieth century, with contributions from

parents, pupils and staff. Resources are satisfactory, and are well supplemented by the county lending service.

INFORMATION TECHNOLOGY

114. Little direct teaching was observed during the inspection week. Therefore, judgements are based on regular daily checks on the use of computers in each class, scrutiny of pupils' work, displays around the school and discussion with pupils and teachers.
115. Standards of attainment of the oldest pupils at the time of the inspection are below national expectations. This represents a decline in standards since the previous inspection. In the scrutiny of pupils' books, only a small amount of evidence was found of information communication technology (ICT) being used regularly in all classes and across the curriculum. Little evidence was found of wall displays to celebrate the use of information communication technology. In Year 1, pupils word process information about the making of hot air balloons in science, enter information to produce graphs of clothing worn by pupils and use a simple art program. In Year 2 there was evidence of simple word processing about the life of the artist Monet, an art program to draw a self-portrait, and integration of a dictionary to find information for a topic. Pupils are familiar with simple keyboard and mouse operations and are prepared to experiment should anything go wrong. However, many pupils are not familiar with the QWERTY layout of the keyboard and have difficulty finding the appropriate keys when word processing. A higher attaining Year 2 pupil was observed typing his name, but he had to ask an adult where some letters were located on the keyboard. He was unable to use higher order skills of changing font size and style, underlining, and deleting individual letters and words rather than deleting the whole sentence and starting again. When pupils make errors they experiment to rectify the mistake, but many use random trial and error rather than building on previous experiences. There was no evidence of control technology being used during the week although photographic evidence was available.
116. No direct teaching was observed during the week, therefore it is not possible to make a judgement about teaching and learning. Those pupils observed using the computer remained on task and enjoyed using the computer. Long term planning for the subject is comprehensive and includes cross-curricular links. Record keeping of acquisition of skills is not consistent throughout the school and therefore is not an effective planning tool to meet the different ability ranges, and thus ensure appropriate progress for all pupils. This has been recognised by the co-ordinators and a new tracking sheet for skills has recently been introduced. However, this has yet to impact on raising standards. During the inspection week, computer programs were used to compliment other areas of the curriculum, but these were mainly skills reinforcement programs and only required pupils to use the mouse rather than the keyboard. Teachers' confidence and understanding varies widely. Where teachers are not confident, computers are not used as well or as often as in classrooms where teachers are confident. Teacher training has been identified for this term through the government's national scheme to raise teachers' skills and confidence. Pupils' response to information technology is good. They are well motivated, well behaved and co-operative with each other, and they remain on task.
117. There are a satisfactory number of computers and printers for the number of pupils. Every class has one computer and printer but their use is inconsistent. Computers are networked to each other and also linked to the Internet. In one class, the printer is difficult for pupils to access without crawling under the computer table. This makes it difficult for pupils to see their work being printed and devalues the "awe and wonder" that many pupils gain when they see their work being printed. Since the previous inspection, many computers have been updated. However, the systematic and regular use of computers in the majority of classes is underdeveloped and is dependent on the confidence and knowledge of the class teachers. Many pupils are not receiving the recommended time allocation for information technology. This is resulting in unsatisfactory progress by pupils.
118. The school has recently updated the scheme and policy, using a nationally approved scheme, to ensure continuity and progression. A tracking sheet of pupils' time allocation on the computer and a tracking sheet of pupils' skills progression have also been introduced. However, these have yet to make an impact on raising standards. There are few opportunities to work alongside colleagues, in

order to support and monitor teaching and learning. Good use is made of the computer in the nurture unit to support pupils' learning. A good example was observed of pupils using a program to reinforce mathematics work on 'long and short'. The computers in each class vary in age and quality. During the inspection week two computers failed to load programs. The school is justifiably proud of its web site, which has recently been established. It is clear and informative and a very useful tool for parents to gain information about the school and associated links to other areas of education. Very good use is made of four digital cameras to record the life and work of the school. A 'Millennium Book' was produced which contains photographs of all the pupils in the school and comments about their likes and interests. Teachers have established good e-mail links with schools in Holland, France, Australia and America. Good use is made of listening stations in each class for taped stories, music and songs.

MUSIC

119. There was little direct teaching of the subject observed during the inspection. Inspection findings are therefore based upon scrutiny of planning and discussion with staff and pupils. There was insufficient evidence to make an overall judgement about the quality of teaching.
120. The standards achieved by the oldest pupils in school at the time of the inspection are in line with expectations. Overall standards have been maintained since the previous inspection. Pupils sing songs and hymns that they know with enjoyment and expression in assemblies. Most listen attentively and are aware of rhythm and beat. In one very good lesson observed, Year 2 pupils learn about long and short sounds and there are good opportunities provided for listening and appreciation of the efforts of others. Pupils learn about the length of notes such as crotchet, quaver and minim. Pupils' reading and clapping the length of notes effectively consolidates their learning.
121. A specialist teacher provides music lessons throughout the school, with class teachers supporting the lessons. This is effective in providing teachers with opportunities for their own professional development and expertise. Planning indicates that the subject receives a satisfactory allocation of time.
122. There are good extra-curricular activities provided by the school, including a choir and a recorder club that makes a good contribution to pupils' understanding and experiences of the subject. The subject makes a good contribution to pupils' spiritual and cultural development. There are good opportunities provided for pupils to experience the joy and beauty of music for its own sake when listening and appraising recorded and live music; for example, a wind band and a jazz workshop. The musical cultural traditions of others are celebrated and appreciated by listening to recorded music; for example, participation in a drumming workshop. There is a good range and variety of musical instruments available for pupils to use, including those representing other cultural traditions and these are used well.

PHYSICAL EDUCATION

123. During the inspection week only one movement and dance lesson and two skills lessons were observed. No gymnastics, outside games or swimming lessons took place. Judgements, therefore, are based on the small number of lessons observed, teachers' planning, and discussion with teachers and pupils.
124. Standards of attainment of the oldest pupils at the time of the inspection are in line with national expectations. Pupils perform with suppleness, control and with safety, a range of skills such as balancing and travelling in a variety of ways and directions. They demonstrate sound control when linking actions together; for example, Year 1 pupils can link a sequence of movements together when interpreting a taped programme on the theme of Noah's Ark. Standards have been maintained since the previous inspection.

125. The quality of teaching is good and has been maintained since the previous inspection. Teachers have good subject knowledge and high expectations. They manage pupils well throughout lessons. Lessons are well planned and include the essential elements of warming up and cooling down. Most teachers lead by example and demonstrate activities; for example, in the Year 2 lessons observed, both teachers, the classroom support assistants and a volunteer parent all joined in when pupils were asked to balance a bean bag on their head or on a raised foot. This challenged and motivated the pupils. Good use is made of pupils to demonstrate successful responses to activities or demonstrate a learning point. Pupils are given opportunities to observe each other but not to evaluate their performance or that of others. The majority of teachers change or remove their footwear for lessons but not all wear appropriate dress. All teachers stress the need to move safely around the hall, but in one lesson observed chairs, the piano and a table were not pushed to the edge of the hall so as to increase the space available and to remove any possible obstructions.
126. The good teaching leads to good response and progress by pupils. They work purposefully to produce improvement, and they make good use of practice and repetition in order to refine performance. Pupils are enthusiastic about their learning. They respond well to activities, and show enjoyment in lessons. They work well individually, in pairs and in groups. When given the opportunity to watch each other, they do so in a spirit of support. Pupils from the nurture unit are included regularly in class lessons. They integrate well and are well supported by the class teachers and learning support assistants. They respond well to the lessons and make good progress.
127. The school has recently revised its policy and scheme of work and now incorporates a nationally approved scheme. Assessment procedures have also recently been revised and simplified but have yet to make an impact on the tracking of pupils' skills and attainment. The school benefits from a large field. Swimming lessons take place in the pool belonging to the adjacent junior school. The hard playground area is small and markings need repainting. The range of equipment is good. The school has a number of low, safe, boxes for the youngest pupils to climb over or jump off. Good use is made of taped broadcasts in music and movement. There is a good range of extra curricular activities for physical education, which includes football, short tennis and gymnastics. These are organised by staff, volunteer parents and a qualified gymnastics teacher. Recent staff training has included a dance and gymnastics workshop and the safe handling and moving of large apparatus. The subject is insufficiently monitored and there are few opportunities to observe the quality of teaching and learning.

RELIGIOUS EDUCATION

128. Only two lessons in religious education were observed during the inspection week. Therefore, judgements are based on the small number of lessons observed, scrutiny of pupils' work, discussion with pupils and staff, displays and photographic evidence.
129. Standards of attainment of the oldest pupils at the time of the inspection are in line with the expectations of the locally agreed syllabus for Bath and North-East Somerset. Standards have been maintained since the previous inspection. Pupils are developing their ability to describe and understand the beliefs and practices of a number of religious traditions and, in particular, Christianity and Judaism; for example, Year 1 pupils learn about Joseph and his coat of many colours and the story of Jesus feeding the five thousand followers. In Year 2, pupils know how people celebrate festivals such as Harvest, Christmas, Spring festivals and Easter. They know about Daniel in the Lion's Den, Noah and the Ark and David and Goliath. As well as important Jewish and Christian stories, pupils also know about the Hindu festival of Diwali and the story of Rama and Sita. Pupils learn about special, holy places such as churches, mosques and temples. Year 2 pupils visit the local church and the Hindu temple in Bristol.
130. As only two lessons were observed, it is not possible to make an overall judgement on the quality of teaching. However, in the two lessons observed teaching was satisfactory. The teachers' subject knowledge was good; for example, in a Year 2 lesson on the theme of harvest, good knowledge was shown about the Jewish festival of Sukkoth and the ways in which harvest is celebrated in

Russia, Australia and America. The progress of pupils' learning is satisfactory. By following the policy and scheme of work developed by the co-ordinator, in conjunction with the programmes of study of the locally agreed syllabus, pupils are having suitable experiences.

131. The curriculum is satisfactorily planned in broad areas of study. There is good evidence of a breadth of teaching related to the teaching of Christianity and Judaism. Opportunities for religious education are also provided through circle time, assemblies, topic-linked work, visitors and school visits. Assemblies enable whole school responses to religious themes. During the inspection week the theme was of journeys. Each day stories were told that successfully developed pupils' understanding of journeys, both in the literal and spiritual sense. Through question and answer sessions and the encouragement of respectful listening, pupils are learning to respect the views and beliefs of others and are developing their self-awareness. The school has very good links with the community to support the subject. Once a week a visitor is invited to lead the assembly. The visitors are drawn from local services and a variety of religious denominations. A good example was observed during the inspection week when a visiting deacon talked to the pupils about her journey to see the Oberammergau Passion Play. Her stories were very appropriate to the age of the pupils and were told with enthusiasm and humour. Assessment of pupils' knowledge, skills and understanding is unsatisfactory. There is no whole school approach to the monitoring of pupils' progress, or the quality of teaching and learning.