

INSPECTION REPORT

WESTBURY PARK PRIMARY SCHOOL

Bristol

LEA area: Bristol

Unique reference number: 108973

Headteacher: Mr. A. Rees

Reporting inspector: Mr. M. Thompson
25372

Dates of inspection: 20th – 24th November 2000

Inspection number: 225313

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Bayswater Avenue,
Westbury Park,
Bristol.

Postcode: BS6 7NU

Telephone number: 0117 942 4454

Fax number: 0117 923 2730

Appropriate authority: The Governing Body

Name of chair of governors: Mr. J. Hamilton

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mike Thompson 25372	<i>Registered inspector</i>	French.	What sort of school is it? The school results and achievements. How well is the school led and managed? What should the school do to improve further?
Diane Willson 12387	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with its parents?
Clive Lewis 22831	<i>Team inspector</i>	Equal opportunities; Information and communication technology; Art and design; Design and technology.	How good are the curricular and other opportunities offered to pupils?
Pat Lowe 11901	<i>Team inspector</i>	English; Geography; History; Religious education.	
David Penney 23039	<i>Team inspector</i>	English as an additional language; Mathematics; Physical education.	How well are pupils taught?
Joan Walker 25461	<i>Team inspector</i>	Under fives; Special educational needs; Science; Music.	

The inspection contractor was:

*Westminster Education Consultants
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD*

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33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westbury Park Primary School serves the Henleaze and Redland wards to the north of the centre of the city of Bristol. The Westbury Park area was largely developed between 1860 and 1930 and mostly comprises large terraced houses. About three-quarters of properties are owner-occupied, with the remainder privately rented. The school buildings date from 1893 and have been extended at various times since then. The school is popular with parents, and in recent years has acquired two pairs of semi-detached houses to provide additional accommodation, one of which has been renovated. Pupils are from a wide range of backgrounds, although the majority of parents are of professional or managerial status. Parents have high expectations for their children.

The school is very large in comparison with most primary schools. There are 410 pupils on roll, 84 per cent of whom are of white ethnicity and the remainder largely of Asian heritage. Pupils are accommodated in three reception classes and two classes in each year group from years 1 to 6. Fifteen per cent of pupils are identified by the school as having special educational needs, although almost all of these pupils are likely to achieve nationally expected levels of attainment by the time that they are 11 years of age. Four pupils have statements of special need. This proportion is about average for a school of this size. Three per cent of pupils are eligible for free school meals. This proportion is well below the national average.

Children are admitted to school as four year olds, at the start of the reception year. Most of these children have attended pre-school playgroups or nurseries before starting school. At the beginning of their reception year, pupils are assessed. Results of these assessments show that the attainment of children on entry to the school is above average. At the time of its previous inspection in 1998, the school was judged to have serious weaknesses.

HOW GOOD THE SCHOOL IS

This is a very effective school. The attainment of pupils is generally above average when they start school in the reception classes. Despite the shortcomings of the accommodation, the school successfully builds on this good attainment on entry. Pupils' skills, knowledge and understanding are progressively developed through very good quality teaching within a very well planned curriculum so that, by the time they leave the school at the age of 11, pupils' attainment is well above average. The headteacher, senior staff and governors provide very good leadership. Between them they have created an orderly community in which all pupils are valued and well cared for. Even though the school's income is above average, it provides good value for money.

WHAT THE SCHOOL DOES WELL

- The standards achieved by seven and eleven year olds are well above average in English, mathematics and religious education and above average in science, art and design, design and technology, geography, history and music. Standards in French, achieved by 11 year olds, are above average.
- The quality of teaching is very good overall. It is good or better in eight out of ten lessons.
- Pupils have very positive attitudes to their work and develop into very mature and responsible young citizens. Behaviour in and around the school is good.
- The curriculum offered to pupils is very good.
- The school is good at developing pupils' spiritual, moral, social and cultural awareness.
- Pupils are well cared for. Procedures for assessing their progress are very good.
- The partnership between the school and parents is very good.
- The school is very well led and managed.

WHAT COULD BE IMPROVED

- Facilities for children in the reception classes.
- The progress made by some pupils with special educational needs.
- The school library.
- The way in which instrumental tuition is organised

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made excellent progress since its last inspection in 1998. All of the key issues for action identified in its previous inspection report have been fully addressed. There has been a significant improvement in the quality of teaching at Key Stage 1, partly due to the effective monitoring of teaching which has taken place over the past two years. The curriculum is now very well planned and the time allocated for teaching meets statutory requirements. The school development plan now sets out a longer-term view of future priorities and the information contained in the prospectus and in the governors' annual report to parents has been revised.

The quality of assessment of pupils' work has greatly improved and, combined with the very good quality of teaching has resulted in improvements in pupils' attainment in almost all subjects. Standards are now better in English, design and technology, music and religious education at the end of both key stages and in mathematics, science, art, geography and history at the end of Key Stage 1. Higher standards are also being achieved in French at the end of Key Stage 2. Pupils' attitudes to school, their behaviour, the quality of relationships

and their personal development have all improved because the school's good standards of care have been sustained and because of better provision for pupils' moral and social development. Overall, this excellent progress has been brought about because of the very clear direction provided by the headteacher and the strong commitment to improve evident in the attitudes of staff and governors.

STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	A*	A	A	A*
Mathematics	A*	A	A	A
Science	A*	A	A	A

Key	
<i>very high</i>	A*
<i>well above average</i>	A
<i>above average</i>	
<i>B</i>	
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The information shows, for example, that results achieved in English in the national tests for the year 2000 were well above average when compared to all schools nationally. When the school's results are compared to those of similar schools with a similar proportion of pupils eligible for free school meals, they are in the highest 5 per cent. Since 1996, the school's performance in these tests has been consistently well above average or in the highest 5 per cent in English and mathematics. In science, the school's performance was just above average in 1996 and 1997, but improved significantly in 1998 and has remained close to this level since then. The school set reasonable targets for its performance in English and mathematics in 2000, based on data about the previous performance of the year group tested. As a result of very good teaching and good support provided for pupils likely to achieve at a higher level, the school exceeded its targets in both subjects. A further factor, outside the school's control, which affected its performance was the large number of pupils receiving additional private tuition.

Inspection findings show that attainment, in terms of the proportion of Year 6 pupils likely to achieve or exceed the national target of Level 4 by the end of the school year, is well above average in English and mathematics. Attainment in science, art and design, design and technology, French, geography, history and music is above what is expected nationally. In information and communication technology and physical education pupils achieve average standards. In religious education, standards are well above those expected in the local syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and being at school.
Behaviour, in and out of classrooms	Good. Pupils show respect for their teachers and respond positively to their high expectations of good behaviour.
Personal development and relationships	Very good. Pupils grow in independence and maturity.
Attendance	Good. Levels of attendance have risen since the last inspection and are now above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

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

The quality of teaching is very good. In the school as a whole, there are very few unsatisfactory lessons. During the inspection, eight out of every ten lessons were good or better and almost half of all lessons were very good or better. A small proportion of teaching was of outstanding quality. The best teaching is in the reception year and in Years 2, 4, 5 and 6. Teaching quality is good in Year 1 and satisfactory in Year 3.

The teaching of English, religious education and French is very good. In all other subjects the quality of teaching is good, except physical education in Key Stage 1, where the quality of teaching is satisfactory. No teaching of art was observed in Key Stage 1 and so no judgement about its quality can be made. Basic skills are well taught in numeracy and very well taught in literacy. In addition to English, religious education and French, lessons in mathematics, information and communication technology and science contained a significant proportion of very good teaching and this contributed to the overall judgement. As a result of this very good quality of teaching, pupils make very good progress in lessons. They are interested, work hard and sustain their concentration for lengthy periods of time.

The quality of teaching has improved significantly since the previous inspection. This improvement is particularly marked in Key Stage 1. The aspects of teaching that have shown the most improvement are in the areas of teachers' expectations of the amount of work pupils should produce and of the standards of work that should be attained. The quality of teachers' planning has improved, and better use is made of assessment information to ensure that what is taught closely matches pupils' individual needs and provides achievable challenges.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a very broad and well-balanced curriculum, enriched by a very good range of interesting and challenging activities.
Provision for pupils with special educational needs	Satisfactory overall. However, targets contained in pupils' individual education plans are not always precise enough.
Provision for pupils with English as an additional language	No special provision is needed. These pupils are fully integrated into all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school is very good at developing pupils' social and cultural awareness. Provision for pupils' moral development is good. The school satisfactorily develops the spiritual element of pupils' education.
How well the school cares for its pupils	Pupils flourish within the school's caring environment.

The school has developed a very good partnership with parents. They are kept well informed and make a considerable contribution to the life and work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff carefully monitor the work of the school and provide very good leadership.
How well the governors fulfil their responsibilities	Governors are supportive and well informed. They ensure that all statutory requirements are met.
The school's evaluation of its performance	Very good overall. Staff and governors are very good at looking critically at what they do and seeking ways to improve.
The strategic use of resources	Good overall. Expenditure is well matched to identified priorities and principles of 'best value' are applied satisfactorily.

The premises, whilst barely adequate, leave much to be desired both internally and externally.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Their children are well taught and make good progress.• Behaviour is good• Teachers have high expectations.• Teachers are approachable.• The school helps their children to become mature and responsible.	<ul style="list-style-type: none">• The range of activities provided outside lessons.

Inspectors' judgements fully support parents' positive views. The range of activities provided outside lessons is better than in most schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Results of the year 2000 national tests show that the average scores achieved by 11 year olds were well above the national average in all three core subjects¹ tested. When the school's results are compared with those of similar schools, standards are in the highest five per cent in English and well above average in mathematics and science. Since 1996, the school's performance in these tests has been consistently well above average or in the highest five per cent, in English and mathematics. In science, the school's performance was just above average in 1996 and 1997, but improved significantly in 1998 and has remained close to this level since then.
2. The school set reasonable targets for its performance in English and mathematics in 2000, based on data about the previous performance of the year group tested. As a result of very good teaching, and good support given to pupils likely to achieve at a higher level, the school exceeded its targets in both subjects. A further factor, outside the school's control, which affected its performance was the large number of pupils receiving additional private tuition.
3. Results of the year 2000 national tests for seven year olds show that in reading and writing the average scores achieved were well above both the national average and the average for similar schools; in mathematics the average score was in the highest five per cent in both categories.
4. Inspection findings broadly reflect the results achieved in the national tests at the end of both key stages. Attainment is well above average in English and mathematics and above average in science. Inspection judgements in science are slightly lower than the results achieved in the most recent national tests. This is due to differences in attainment in the subject between the group of pupils tested and the pupils inspected, and to the breadth of the inspection as opposed to the comparatively narrow range of the tests.
5. Attainment in art and design, design and technology, geography, history and music is above average at the end of both key stages. French is taught in the final two years of Key Stage 2 and, at the end of this key stage, attainment in this subject is also above average. In religious education, the standards achieved are well above those expected in the local Agreed Syllabus. In information and communication technology (ICT) and physical education (PE), standards are lower at the end of both key stages, but are broadly average overall. The lower attainment in physical education is largely due to the difficulties presented in teaching all elements of the subject in such cramped conditions. In ICT, the impact of the school's new ICT suite is now being seen in terms of the higher standards being achieved in lessons. However, this facility is relatively new, and in previous years pupils have not produced work of such a consistently good standard.
6. As a result of the very good curriculum provided and the consistently very good quality of teaching, pupils make very good progress in English and religious education and sustain high

¹ The core subjects are English, mathematics and science.

standards throughout both key stages. In mathematics, pupils make very good progress in Key Stage 1 and good progress in Key Stage 2. Progress is slightly slower in Key Stage 2 because teaching is not of a consistently high standard across the key stage. In this subject, rates of progress at Key Stage 2 increase as pupils get older. Progress in all other subjects, except ICT and physical education, is good.

7. Pupils identified by the school as having special educational needs make satisfactory progress. Standards achieved by these pupils the end of both key stages are often in line with what is expected nationally of most pupils. This finding is consistent with that at the time of the last inspection. Most of the extra help given to these pupils is for literacy, and targets set in their individual plans are used to good effect when they are being taught by the co-ordinator for special educational needs. However, the targets are not precise enough, and there is not enough information about individual teaching programmes to help class teachers in planning for the needs of these pupils within class.

8. Pupils for whom English is not their first language are fully integrated into lessons and enjoy a full range of activities. No special provision needs to be made for these pupils, because they are literate and articulate in English.

9. Throughout the school, pupils' skills in speaking and listening, reading and writing develop very well because of the very good quality of teaching. Teachers in the Foundation Stage² use good techniques to ensure that all children take a full part in speaking and listening activities, and all staff use questioning very well to develop children's vocabulary. Phonics are very well taught and as a result most children know many letter sounds. Early writing skills are encouraged; children hold pencils correctly and can write recognisable letters. Higher attaining children make plausible attempts at writing words and can read very simple sentences. In Key Stage 1, good use is made of skilled additional teachers in literacy lessons, and teaching groups are halved in size. As a result, pupils build on the very good base provided in the reception classes and continue to make very good progress. 'Literacy hour' lessons give pupils good opportunities to join in discussions and place demands on them to listen very carefully. By the end of the Key Stage, most pupils read a range of texts fluently, accurately and independently. Much of this progress in reading is attributable to regular practice both at school and at home, and to work in literacy sessions, including the use of a good range of reading material available in classrooms. However, the school library is unsatisfactory and does little to help improve pupils' reading. The room itself is unattractive, and many of the books available in it are in poor condition and are inaccessible to younger and smaller pupils. Pupils in Key Stage 1 also make very good progress in improving their writing. They write very well because they are confident readers. In most cases, sentences are correctly punctuated with capital letters, full stops and speech marks, and the spelling of basic words is generally secure. In Key Stage 2, pupils' skills in speaking and listening continue to develop very well. This is because, in all subjects, pupils are given regular opportunities to talk about what they are doing and to explain their reasoning. Pupils in Year 6 benefit further from drama sessions provided by Performing Arts staff from Cotham School. Reading skills continue to develop very well, despite the shortcomings of the school library. Most pupils have well-developed skills in skimming and scanning text to select essential information and can refer to texts to support their views. The pupils' growing vocabulary and familiarity with different writing conventions, acquired through their very good range

² The Foundation Stage begins when children reach the age of three. At Westbury Park School, children in the reception classes are part of the Foundation Stage.

of reading results in fluent and imaginative writing, produced in a variety of styles and for a range of different audiences.

10. Children in the reception classes make very good progress in developing early skills in mathematics. This is because teachers and support staff are very good at using opportunities presented in daily activities to develop children's awareness of mathematics, such as helping and encouraging the children to count the number present during registration sessions. Children also have a good knowledge of a range of simple shapes such as triangles, squares and circles. Mathematical skills continue to develop very well in Key Stage 1, where younger pupils add and subtract single digit numbers accurately, use simple mathematical symbols correctly and have a quick recall of basic number facts, such as the different ways of making ten. Higher attaining younger pupils successfully add two digit numbers and read, write, and sequence three-digit numbers correctly. Older pupils in this key stage build on the secure base established in the previous two years; those of average attainment have a secure understanding of place value of two digit numbers and add and subtract these numbers accurately, while higher-attaining pupils are successful in working with three digit numbers. Knowledge of shapes and of measures also develops very well. By the end of Key Stage 1, pupils recognise and classify a range of two- and three-dimensional shapes and measure with reasonable accuracy. Progress in Key Stage 2 is good in Years 3 and 4 and, because of very good teaching, is very good in Years 5 and 6. Pupils' skills in manipulating numbers improve at a good rate in Years 3 and 4 as pupils improve their knowledge of number patterns such as the multiplication tables. However, in Year 3, too much work is untidy and is inaccurately presented. For example, work is not tabulated accurately and therefore mistakes can easily be made in calculating answers. By the time pupils reach Year 5 they are able to add four-digit numbers correctly but are not as skilled when asked to subtract numbers of this size. However, skills in multiplication and division are good, because of pupils' secure knowledge of their multiplication tables. In Year 6, pupils use their numeracy skills to very good effect in activities such as calculating percentages. They have a good knowledge of geometric patterns and use their measuring skills to very good advantage when accurately constructing angles.

11. Children in the Foundation Stage make very good progress in developing early scientific skills of observation through activities such as looking at what happens when strips of coloured crepe paper are put into water, and they make reasonable guesses as to the reasons for the colour changes. Pupils in Key Stage 1 successfully develop their skills and begin to record their results in a scientific way, and by the time pupils are in Key Stage 2 they have a good understanding of the principles of fair testing. Skills in ICT develop satisfactorily. Within lessons, pupils now make good progress in the new ICT suite and use their developing skills to support their work in other subjects.

Pupils' attitudes, values and personal development

12. Pupils' attitudes, their behaviour, and the relationships within the school have all improved since the last inspection.

13. Children in the reception classes quickly develop positive attitudes to their learning. They enjoy their work and concentrate for suitable lengths of time. They relate well to one another and to adults, are sensitive to the feelings of others, and behave well.

14. Pupils' attitudes to learning are very good. During the course of the inspection, pupils' response was judged to be good or better in almost nine out of every ten lessons and very good or better in half of the lessons. Pupils enjoy their time at school, settle quickly to their work and are eager to learn. They listen well to their teachers and sustain concentration. Pupils respond very well to questions and express themselves in a confident and mature manner. The great majority show pride in their work and in the presentation of their work. In lessons where work is challenging and stimulating, pupils' response is excellent. For example, during a design technology lesson in Year 2, where pupils were making hand puppets, they settled quickly to their work without fuss, were very focused on their tasks, and took real enjoyment from their success in coping with challenging work. They maintained high levels of concentration, and worked co-operatively and collaboratively together.

15. Pupils with special education needs have good attitudes to school. They enjoy coming to school; most pupils show a keen interest in lessons and are actively involved with the life of the school.

16. The behaviour of pupils is good, in and around the school. Pupils show respect for their teachers and respond positively to their high expectations of good behaviour. Incidents of poor behaviour are rarely seen, and no bullying or signs of harassment were seen during the inspection. Pupils are usually polite, readily offering to help. However, a significant number of pupils do not show respect for each other or adults when passing through doorways, particularly during unsupervised times such as break and lunchtime. There were no exclusions during the previous academic year.

17. Relationships between all members of the school community are very good. The ability of teaching and support staff to work as a very strong team provides a good role model for pupils, and makes a strong contribution to the positive relationships within the school. Pupils work well together and share resources and equipment sensibly. They respect the views and beliefs of others, and in assemblies use moments of stillness and quiet to reflect on them. During a Year 6 English lesson, pupils were seen to comment constructively on other's work, showing respect for the efforts that had been made and applauding spontaneously when appreciating someone else's work.

18. Pupils display very good levels of personal development and maturity, often beyond their age. The youngest children take responsibility for planning and recording their own activities. From Year 1, pupils are able to reflect on their work, evaluate what they have achieved and identify areas for further improvement. During a personal and social education lesson, older pupils were able to share aspirations for the future, and thoughtfully consider their own strengths and weaknesses and ways of

overcoming the latter. Pupils respond well to the good range of extra curricular activities, participate in musical concerts, dance performances and local sporting events, and raise funds for charities. Older pupils volunteer for such duties as manning the library at lunchtime, helping in the dining hall and supporting younger pupils as their ‘ buddies’. The School Council, with representatives from Years 3 to 6, discusses ways of improving the school environment and facilities.

19. Attendance at the school is good. Levels of attendance have risen since the last inspection and are now above the national average. There is a structured start to the school day and pupils respond well to these arrangements. Registration is taken quickly and efficiently. The great majority of pupils arrive at school on time but the school is concerned about a small number of pupils who arrive late. The good attendance and punctuality of pupils reflects their positive attitudes to school and contribute greatly to their levels of attainment and progress.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is very good, overall, in every key stage. In the school as a whole, there are very few unsatisfactory lessons. Eight out of every ten lessons were good or better and almost half of all lessons were very good or better. A small proportion of teaching is of outstanding quality. The best teaching is in the reception year and in Years 2, 4, 5 and 6. Teaching quality is good in Year 1 and satisfactory in Year 3.

21. The quality of teaching has improved significantly since the previous inspection. This improvement is particularly marked in Key Stage 1. The aspects of teaching that have shown the most improvement are in the areas of teachers’ expectations of the amount of work pupils should produce, and of the standards of work that should be attained. The quality of teachers’ planning has improved, and better use is made of assessment information to devise further tasks that match closely pupils’ individual and developing needs.

22. The quality of teaching for children in the reception classes is very good. Nine out of every ten lessons were good or better and six out of ten were very good. None of the teaching for children under five was unsatisfactory.

23. In Key Stage 1, teaching is also very good. More than a quarter of lessons were good or better, over four in ten were very good or better and almost one lesson in ten was excellent. A very small proportion of unsatisfactory teaching was observed at this key stage.

24. In Key Stage 2 eight out of every ten lessons were good or better, and half of these were very good or better. Some excellent teaching was observed, but this proportion was less than that observed in Key Stage 1. There were no unsatisfactory lessons in Key Stage 2.

25. The teaching of English, religious education and French is very good. All other subjects are well taught, overall, except physical education in Key Stage 1, which is soundly taught. Teaching in mathematics, information and communication technology and science was good overall, and contained a significant proportion of very good lessons. No teaching of art was observed in Key Stage 1, so no judgement about its quality can be made.

26. In the Foundation Stage, the reception class teachers are very good at planning their lessons to meet the requirements of the newly revised curriculum for children under five. Teachers' knowledge and understanding of the Early Learning Goals³, and their expectations of standards of work and behaviour, are very good. The very good teaching results in children making very good progress, the outcome of which is that the majority of children achieve the early Learning Goals in all areas of learning.

27. Throughout Key Stages 1 and 2, teachers manage pupils very well and the quality of relationships is high. As a result, pupils are confident to 'have a go' at the tasks set them, to answer questions freely and to ask for help, secure in the knowledge that their efforts will be appreciated and valued.

28. Because teachers use a very good range of strategies to teach pupils and devise tasks that are highly appropriate, both to the purposes of the lesson and to the needs of the pupils, the pupils are generally very interested, work hard and concentrate fully. This helps them to produce work that is of a high quality and to make very good progress overall. Homework is used appropriately throughout the school to reinforce and extend what pupils have learned in lessons.

29. In Key Stage 1, teachers' planning is very good because they routinely use assessment information very well to amend the daily and weekly planning and to match future work more closely to pupils' developing needs. These strengths are also apparent in many, but not all, classes in Key Stage 2. A good example was observed in Year 4, where the week's planning in mathematics had been amended on each of the last three days of the week in response to pupils' differing progress in the course of the week. This ensured that the work given to them matched their needs very closely. Overall, teachers' expectations of pupils' attention, application and standards are good in Key Stage 1, and pupils are challenged well. Teachers' expectations are, overall, very high in Key Stage 2, particularly in Years 4, 5 and 6, and the level of challenge for pupils is high. This ensures that pupils make good efforts to produce work of a high standard.

30. Teachers' knowledge and understanding of the subjects they teach are good in Key Stage 1 and very good in Key Stage 2, where there is a measure of specialist teaching in Year 6. The arrangement whereby one teacher teaches English and another mathematics to all pupils in this year group is highly effective in ensuring very good progress in each subject and, together with specialist teaching of French, prepares them very well for the next stage of their learning. Pupils in Year 6 also receive specialist teaching in music, dance and drama from teachers at Cotham School, the local secondary school. The high quality of expertise throughout the school ensures that basic skills are taught very well in English, including literacy, mathematics, including numeracy, French and religious education throughout the school and in science in Key Stage 2. In all other subjects, these skills are well taught, except in physical education in Key Stage 1, where they are soundly taught, and in art in the same key stage, where no teaching was seen. Consequently, the needs of the average and the higher-attaining pupils are met very well. The pupils gain the required knowledge, skills and understanding very well and make very good progress in their learning.

³ The Early Learning Goals establish the expectations for most children to reach by the end of the Foundation Stage in six areas of learning.

31. The needs of lower-attaining pupils are met satisfactorily, and they make sound progress, overall, in relation to their prior attainment. The quality of teaching by the teacher responsible for special educational needs is good; her planning ensures that the work set is closely matched to the needs of the pupils. However, the targets set in pupils' individual educational plans lack clarity and do not give enough information for classroom teachers to plan individual learning objectives when these pupils are taught in class lessons. Learning support assistants liaise well with the teachers and are well prepared to provide effective support.

32. About a third of all pupils in Key Stage 2 receive private tuition outside school hours, paid for by the parents.

33. Generally, teachers make good use of time, and lessons are conducted at a very good pace. On the infrequent occasions where teaching is less successful in ensuring that pupils learn at a good rate, it is because the pace of learning is too slow and pupils' behaviour and application to task deteriorate, sometimes to an unacceptable level. In these lessons, what pupils are to learn is sometimes not sufficiently clearly identified, and not enough work is prepared for pupils, to ensure that all the time available is used effectively.

34. By contrast, the most effective teaching, for example in Year 2 lessons in mathematics and design and technology and in a Year 4 physical education lesson, was characterised by:

- * very good use of time and resources, including other adults when available. This moved the lesson along at a rapid pace and ensured that pupils were active and learning for a high proportion of the lesson;
- * very well chosen activities that were closely matched to the needs of the lesson and the individual pupils, interesting and motivating them to do their best work; and
- * very good relationships, combined with high quality management of pupils, with the result that pupils were eager to please the teacher and produced high quality work.

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

35. The school provides a very broad and well-balanced curriculum enriched with a very good range of interesting and challenging learning opportunities which successfully meets the needs of all its pupils, promoting high achievement and very good personal development. The curriculum meets statutory requirements to teach all subjects in the National Curriculum and religious education, and younger pupils are provided with a curriculum based on the recommended early learning goals for pupils under five years of age. In addition, French is taught to Key Stage 2 pupils. This is a significant improvement since the previous inspection, and the school has dealt very well with the key issues relating to the curriculum in the last inspection report. The curriculum is now well balanced, with an emphasis on skills and processes. All subjects are allotted an adequate amount of time over the school year, and they now have schemes of work in place, most of which are those nationally recommended. These provide secure continuity and progression in learning and appropriate guidance to teachers. A particular strength of the curriculum is the cross-curricular links evident in planning and in many lessons.

36. Provision for pupils with special educational needs is satisfactory. The school ensures that these pupils are fully integrated into classes and that they have equal access to the curriculum. Planned activities meet their needs when they are being taught in the special needs classroom but usually only in literacy. However, too frequently pupils' targets in their individual education plans are not sufficiently precise to give good support to their individual needs in the classroom.

37. The school makes no specific provision for pupils with English as an additional language because these pupils are both literate and articulate.

38. The school has implemented the recommended National Literacy Strategy very effectively and the National Numeracy Strategy has been adopted well. Planning and teaching take appropriate account of the recommendations both for lesson format and for lesson content. Although the school analyses results in terms of gender and provides effectively for equality of opportunity in most areas of its work, school provision for equal opportunities is unsatisfactory overall. This is because pupils who receive additional music tuition from peripatetic teachers regularly miss lessons in other subjects. Although additional music provision has been moved to the afternoons only, to avoid pupils missing literacy and numeracy lessons, not enough care has been taken to ensure that visits to the music teachers are 'rotated'. Such a system would avoid, for example, pupils regularly missing their weekly physical education lesson in the school hall.

39. The curriculum is enriched through the provision of a good range of extra-curricular opportunities, including sporting and adventurous activities, which take place most lunchtimes and after school throughout the school year. The school makes satisfactory and appropriate provision for homework.

40. The school makes very good provision for pupils' personal, social and health education. The governing body has decided to include sex education in the curriculum, and appropriate health and drugs awareness education is provided as part of the science curriculum. Personal development is further promoted through the School Council and regular 'circle time' in classes where personal, social and health issues are discussed sensitively. The school's links with its partner institutions are very good. Although pupils move to a number of secondary schools at the end of Key Stage 2, links with the school to which the majority transfer are very good. Pupils attend their secondary schools for induction visits, and specialist staff from the local secondary school visit the school and work with the pupils in drama, dance and music lessons. The school's very good links with the locality further enrich the range of curricular opportunities provided for the pupils.

41. Provision for pupils' spiritual development is satisfactory. Assemblies reflect the school's policy to project spiritual and moral values, and meet the requirements for collective worship. Pupils are given time to reflect silently, and are encouraged to do so through personal prayer or their own thoughts. Opportunities to create a sense of awe and wonder, while not specifically included in curriculum planning, do occur during lessons. For example, during a lesson in which a Sikh parent talked to pupils about how in his religion the hair is precious and valued, pupils experienced a sense of amazement at the length of the turban.

42. The provision for pupils' moral development is good, and an improvement since the last inspection. The consistent implementation of the school's behaviour and discipline policy successfully enhances the positive climate in the school. Agreed school rules are in place and effective, and parents are pleased with the good standards of behaviour achieved. Adults carefully promote mutual respect and a sense of being valued. Assemblies place a strong emphasis on moral issues; during the inspection there was a stress on the importance of kindness and friendship, and on the fact that small things matter. Moral issues are also addressed within the curriculum. For example, a Year 6 meeting about 'peer pressure' enabled pupils to think about how they can overcome pressures from others to persuade them to do things that they may not really want to do. The school gives pupils good opportunities to develop their self-esteem, which is promoted through the celebration of effort and achievement in a whole school assembly and through the rewards systems used in the classrooms.

43. The promotion of pupils' social development is very good and has improved since the last inspection. Pupils relate well to each other and to adults and visitors to the school. They co-operate well and work successfully as members of a group and in pairs. They are given very good opportunities to work independently and to take more initiative for their own learning. They take a full part in setting and reviewing their personal targets. All pupils take turns in helping with routine classroom tasks, and older pupils take on added responsibilities such as helping in the dining hall at lunchtime, and supervising the school library. A 'buddy system', where older pupils look after younger ones, motivates and supports younger pupils and helps the oldest to become more mature and responsible. The School Council offers very good opportunities for pupils in the junior section of the school to contribute their ideas and suggestions for improvements to life in school. The Year 6 meetings provide excellent opportunities for pupils to take part and lead in debates on moral and social issues. The success of these lessons is reflected in the achievement of a Year 6 debating team in winning the Bristol City Primary Schools' Debating Competition. The extra-curricular activities, school productions and residential visits for Year 5 and Year 6 pupils all provide very good opportunities for pupils' social development.

44. The provision for cultural development is very good. The school offers rich and varied opportunities through visual and performing arts. Music, drama, dance and art all have a high profile in the curriculum and in extra-curricular activities. The Year 6 members of the Dance Club continue to perform at 'Stages', the Schools' Dance Festival Gala Performance held at the Bristol Hippodrome; they also perform with younger children in the school and with those from a neighbouring nursery school. The teaching of French and a residential visit to France for Year 6 enhances pupils' cultural development. This provision is further enriched by good use of local cultural amenities and a programme of outside visits and visitors, for example visits by the Bristol Old Vic Theatre group. Pupils' knowledge of other religions and cultures is well promoted through a very good religious education programme.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school has sustained the good standards of care for its pupils. The school is a caring community where pupils flourish and develop in an atmosphere which supports, encourages and values pupils as individuals. Pupils feel safe and secure, and able to seek help and support whenever they need it.

46. Child protection procedures are firmly in place and training of staff is up-to-date; any pupils who may be causing concern are carefully monitored. Fully trained first-aiders are in place. Pupils who are injured or feeling unwell are shown high levels of care and concern and all accidents are meticulously recorded. Regular safety audits and fire practices are carried out and reported to the governing body. The school's health and safety policy has recently been reviewed.

47. Procedures to monitor and promote good attendance are satisfactory. The reporting and recording of attendance meet statutory requirements. The school has good links with the educational welfare officer, who visits the school regularly.

48. Since the last inspection, procedures for monitoring and promoting good behaviour and discipline have improved, and are now good. The behaviour and discipline policy is effective. Pupils know and respect the sanctions for poor behaviour and value the rewards for their good work and conduct. Extra efforts are highlighted by entering pupils' names in the 'Gold Book', and by the presentation of certificates in a weekly assembly. There is now a consistent approach by staff, who all have high and clear expectations of good behaviour. Pupils know and understand how they should behave, and respond accordingly. Pupils are involved in forming their own classroom rules and abide by them. However, during times when supervision is not so close, such as playtimes and lunchtimes, pupils do not show such high standards of behaviour; they often do not show consideration for each other or for adults when passing through doorways and corridor areas.

49. There are good procedures in place for monitoring and eliminating oppressive behaviour. Any incidents, which are rare, are taken seriously and dealt with efficiently and appropriately.

50. There are very good procedures in place for monitoring and supporting pupils' academic progress. This has been a significant improvement since the last inspection. Teachers keep regular and rigorous notes of pupils' progress in all subjects, but they are particularly detailed in English and mathematics. Pupils are identified and monitored to ensure that they are placed in correct groups, and within those groups the work is fully matched to their individual needs. Pupils are well aware of their own targets and what they need to do to improve their work, and are involved in setting and reviewing these targets, which are challenging and precise. Records of half-termly assessments are kept in pupils' 'Progress Books'; these are discussed with the class as a whole and, after this, individual targets are set. Pupils' personal development is mostly monitored in an informal way, based on the very good knowledge the headteacher and all teachers have of the pupils. Records of rewards are kept, and pupils in Year 6 set themselves personal targets.

51. The procedures for assessing pupils' attainment and progress have improved considerably since the last inspection and are now very good. There is now a clear understanding of the purpose and use of assessment. Attainment targets for all subjects are recorded for each pupil. The arrangements for testing pupils each half term in all years in English, mathematics and science provide a very sound basis for tracking pupils achievement and setting targets, on an individual and class basis. These records are passed on from teacher to teacher as pupils progress through the school. In English and mathematics there are portfolios of examples of pupils' work, matched against National Curriculum levels to support the standardising of teachers' judgements on attainment. These are now being developed in science and religious education. Marking is good. Helpful and constructive comments enable pupils to make very good progress in their learning. The school is in the process of computerising its assessment data, and this will enable teachers to analyse information more easily.

52. The school makes very good use of information to guide curricular planning. Test results are carefully analysed, and this helps teachers to identify areas for improvement. For example, analysis of Key Stage 1 tests showed that a group of pupils had been close to achieving a higher level in writing. As a result, the school is now in contact with a local school which has achieved a greater proportion of these higher levels, to learn from this school's successful practice. In return, the school is sharing its expertise which resulted in its better performance in mathematics.

53. The arrangements for placing pupils on the register of pupils with special educational needs are consistent with the school's stated policy. However, assessments given to pupils identified as having special educational needs do not always result in precise, individual teaching programmes being mapped out for class teachers. Sometimes the education plans for pupils on the special needs register are very similar, even when pupils are at different stages of the special needs Code of Practice. The school meets requirements for pupils with statements of special educational needs. Statements and reviews are up to date and access to additional staff is used effectively. Overall, these pupils receive their entitlement to a broad and balanced curriculum.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The partnership with parents has improved since the last inspection, and is now very good and a significant strength of the school. Views of parents are now far more positive.

55. The quality of information provided for parents is very good overall. Published information such as the school prospectus and governors' annual report to parents now meets statutory requirements. Parents receive detailed information about their children's progress through annual reports, the quality of which has improved since the last inspection. In Years 4, 5 and 6, a meeting is held at the beginning of the school year, when parents receive information about what their children will learn throughout the school year ahead. Parents also have an opportunity to discuss the outcome of their children's half-termly assessments. On these occasions, targets for improvement are discussed and reviewed. Although parents receive very good information about what their children are to learn from reception through to Year 3, the system for disseminating this type of information is as yet not so well developed in Key Stage 2.

56. A particularly good feature of the school's efforts to inform parents took place at the time of the presentation of last governors' annual report to parents. After analysing the responses to a questionnaire for parents, governors arranged 'workshops' so that those attending the meeting could discuss areas of concern. Parents report that they found this session very useful and helpful. Parents also have the opportunity of discussing the school's draft development plan, either at the annual meeting held by the governors or at the annual general meeting of the School Association.

57. Parents whose children have special educational needs are fully involved in the life of the school. They are invited to attend all review meetings and to discuss their children's progress.

58. Parents make a very good contribution to their children's learning at school and at home. They support their younger children at home mainly by helping them with their reading, spelling and some number work; older children are helped to complete projects and other homework assignments. The very active School Association organises a wide range of well-supported events to raise valuable funds to help to improve the quality of education. Last year the efforts of the association resulted in over £18,000 being contributed to school funds for physical education equipment, artefacts for religious education, improvements to the new information technology suite, and the development of the school grounds, such as a 'Millennium Garden' and play equipment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The school is very well led by the headteacher. He effectively manages the school and works hard to promote links with the local community. He knows the pupils well, has a clear view of the future development of the school, and is ably supported by his senior staff and by the governors. The quality of leadership and management has significantly improved since the time of the previous inspection in February 1998, when the school was judged to have serious weaknesses.

60. Following the previous inspection, an action plan was prepared in response to the key issues identified for future development. The school has successfully addressed these key issues as follows:

61. Key Issue 1: *'Improve the quality of teaching in Key Stage 1.'*

62. Inspection findings show that the quality of teaching has significantly improved. In particular, teachers have much higher expectations of what pupils can achieve; they assess pupils well and carefully match work to pupils' needs. To some extent these improvements have been brought about by changes in teaching staff, but they are also due to action taken by the school to monitor more closely the quality of teaching and to improve teachers' skills.

Key Issue 2: *'Produce high quality schemes of work for all subjects.'*

63. National strategies for literacy and numeracy have been successfully introduced, and curriculum planning in all other subjects except French is closely based on national guidance provided by the Qualifications and Curriculum Authority. As a result, the curriculum is very broad and well balanced, and ensures that pupils' skills knowledge and understanding are developed in a step-by-step way from year to year.

64. Key Issue 3: *'Establish an effective system for monitoring the quality of teaching and learning.'*

65. A monitoring and evaluation policy has been agreed and successfully implemented, and the quality of teaching and learning is now carefully monitored. The senior management team, comprising the headteacher, deputy head and Key Stage 1 co-ordinator, has a very clear view of the strengths and weaknesses in teaching and learning and ensures that effective help is given where needs are identified.

66. Key Issue 4: *'Increase teaching time at Key Stage 2 to ensure that the nationally recommended minimum number of hours are taught and to ensure that enough time is allocated to individual subjects.'*

67. Teaching time at Key Stage 2 has been increased and now meets the nationally recommended minimum. Subject time allocations have been reviewed and adjusted twice, and are now appropriate.

68. Key Issue 5: *'Extend the school development plan so that it contains a longer-term view of the future direction of the school.'*

69. The format of the development plan has been reviewed twice. Its current format is easy to follow and clearly sets out the way in which agreed priorities for future improvement are to be brought about. It identifies the personnel responsible and the way in which progress in achieving each of the individual goals is to be measured. Importantly, the plan now sets out priorities over a three-year period. Previous initiatives are carefully evaluated to provide a starting point for future action.

70. Key Issue 6: *'Ensure that statutory requirements are met in the prospectus and the governors' annual report to parents.'*

71. The prospectus and annual report are now checked against requirements and provide all essential information.

72. In addition to the school's successful response to the key issues for action from the previous inspection, there have been significant improvements in the quality of assessment of pupils' work and in the standards achieved in many subjects. This excellent progress has been brought about by the very clear direction provided by the headteacher, and by the strong commitment to improvement which is evident in the attitudes of staff and governors.

73. Overall, the quality of subject leadership has also improved since the previous inspection. Co-ordinators provide very good leadership in English, mathematics and religious education and good leadership in all other subjects.

74. The governors are very effective in fulfilling their statutory responsibilities. Governors are supportive and many are frequent visitors to the school. The governing body is well led and organised, and formally monitors the work of the school through its regular meetings and through its structure of committees. Governors are well informed. Representatives of the governing body interviewed during the course of the inspection displayed a clear understanding of the strengths and weaknesses of the school. Comparisons between the school's results and those of other local schools are carefully examined, although principles of 'best value' are not yet applied in terms of comparing performance against unit costs.

75. The special needs co-ordinator is very well qualified and has attended many courses for her professional development. She is well supported by the senior management team. Assessment procedures and the support provided for special needs pupils are in line with the school's special educational needs policy. Sixty-three pupils have been included on the special needs register, with over sixty per cent at Stage 1, the very early stage of need.

76. The school uses well the resources available to it. Finances are well matched to the educational developments identified in the school development plan. Suitable finances are clearly allocated for the next three years in outline.

77. The school monitors expenditure soundly. The secretary provides good, up-to-date financial information regularly to the headteacher and governing body, based on information received from the local education authority. The points raised by the last auditor's report have largely been dealt with satisfactorily, and a further meeting is planned for early in the new calendar year to address those matters that remain outstanding.

78. Teachers and support staff are deployed well. The school makes very good use of the specialist skills of its Year 6 teachers in teaching English and mathematics to this year group, and of the skills of a teacher of French to Years 5 and 6. These arrangements provide very good levels of challenge in these subjects and prepare pupils well for the next stage of their education. In addition, many subjects are led by very well qualified and experienced teachers whose expertise is used to good effect to help all teachers. The work of support staff and volunteer parents is effective because it is nearly always well targeted at the needs of individuals and groups. Even when this level of match is not as high as in other classes, additional help is effective in enabling pupils to complete the tasks set. Pupils' progress in the information and technology lessons held in the ICT suite is sometimes not as great as it might be, because there are too few helpers to ensure that individual needs are met quickly enough.

79. Arrangements for the professional development of staff are good. Training is primarily linked to the priorities identified in the school's development plan. Job descriptions clearly identify both general and specific responsibilities. Newly qualified teachers, and staff new to the school, receive

good support. The school has good quality procedures in place for appraisal. The new arrangements for performance management reviews are proceeding satisfactorily.

80. The school has made good use of additional finance gained from having large numbers of pupils in each class in Key Stage 1. The additional teachers employed as a result make a good contribution to pupils' learning, particularly in literacy lessons. Other specific grants, for example for the provision of additional literacy support, are used well, and this makes a good contribution to pupils' learning. The money designated for use for pupils with special educational needs is used appropriately. The system of parental covenanting raises much needed finance and is supplemented by a good level of other donations from parents. This income is used to good effect for the benefit of the pupils and is crucial in ensuring that the school's annual budget is in credit.

81. The school's accommodation is barely adequate to deliver the curriculum, though there have been some improvements since the last inspection. The two temporary buildings have been removed, and one of the school's two pairs of semi-detached houses has recently been renovated to provide a bright, airy and stimulating learning environment. The newly refurbished information technology suite on the second floor of this building is a very welcome addition to the school's accommodation. However, it does not have disabled access and is likely to experience ventilation problems in the warmer weather. The boys' toilets have been redecorated and cloakroom areas have been reorganised. The headteacher now has his own room and no longer has to share an office with administrative staff. Although some classrooms appear cramped, some internal reorganisation of furniture and furnishings could ease the problems.

82. Nevertheless, many aspects of the accommodation are still unsatisfactory. Generally, apart from recent improvements, the school has been poorly maintained. Teachers make stringent efforts to improve their classroom environment, but certain areas still remain unattractive and unacceptable. The small library is poorly furnished, uninviting, and still inadequate for the development of private study and library skills. Although some windows have been replaced in the school, a significant number are rotten, with peeling paint. The pair of semi-detached houses, which accommodates two reception classes has not yet been renovated and is in a poor state of repair and decoration. The rooms in this building feel damp and cold; and it is therefore very difficult for the school to provide an acceptable environment in which to deliver the Early Learning Goals for children under five.

83. Although there are plans to develop outdoor provision for the under fives, this is not yet in place. The public areas in the school are drab and in need of redecoration. The toilet facilities for male and female members of staff are unhygienic and shabby. Although parents, staff and governors have worked hard to improve the facilities in the school playgrounds, the provision for physical education is poor, as the hard play area is inadequate and there is no grassed area. The size of the hall is not adequate to provide physical education for the older pupils and larger children.

84. Teachers make good use of the accommodation available to them in spite of its inadequacies. The extremely limited space available has an adverse effect on the amount and standard of physical education provision that can be made, particularly for the older and more able pupils to enjoy outside games. Teachers in the Foundation Stage spend a great deal of time and effort to ensure that children receive as much outside play as is possible. In addition, for both the Foundation Stage and for physical education at both key stages, there is no reliable, regular and suitable alternative

available should the weather be too cold, wet or otherwise inclement. In physical education, teachers routinely plan alternative lessons, for example on team-building or the biological effects of exercise, which pupils can undertake in the classroom. However, this does not involve the amount of physical activity for pupils that teachers would like to see or to which the pupils are entitled.

85. The range and quality of resources available to support learning across the curriculum are satisfactory overall; for English, mathematics and art they are good, and for information technology they are very good. However, whilst the school has a good stock of books in classrooms, some of the books in the school library are inaccessible, unattractive and out-of-date.

86. A wide range of indicators, including the quality of teaching, the quality of leadership, and the excellent improvements made since the last inspection show that the school is very effective. Even though the school's income is above average, it provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- Develop the premises both internally and externally to make it easier for the Foundation Stage curriculum to be taught.
(Paragraphs: 83, 85, 96, 98)
- Review the way in which pupils identified as having special educational needs are assessed and the way in which their individual education plans are constructed, so that targets for:
(Paragraphs: 7, 31, 36, 53, 76, 110, 147, 152, 155, 196)
 - * improvement contained in the plans are more precise and measurable and are relevant to each individual.
- Improve the quality and accessibility of books in the school library and develop the library into a more attractive learning environment.
(Paragraphs: 9, 83, 86, 105)
- Review the timings of instrumental tuition so that pupils do not miss the same lessons each week.
(Paragraphs: 38, 153, 183, 192)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	100
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	43	35	18	1	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	410
Number of full-time pupils eligible for free school meals	N/A	14

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	62

English as an additional language

	No of pupils
Number of pupils with English as an additional language	18

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.7

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year.	Year	Boys	Girls	Total
	2000	35	29	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	31	30	34
	Girls	28	28	29
	Total	59	58	63
Percentage of pupils at NC Level 2 or above	School	92 (98)	91 (97)	98 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	30	33	35
	Girls	28	29	29
	Total	58	62	64
Percentage of pupils at NC Level 2 or above	School	91 (98)	97 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	30	29	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	30	29	30
	Girls	27	26	26
	Total	57	55	56
Percentage of pupils at NC Level 4 or above	School	97 (98)	93 (93)	95 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	25	29	29
	Girls	27	27	27
	Total	52	56	56
Percentage of pupils at NC Level 4 or above	School	88 (75)	95 (88)	95 (82)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	1
Black – other	4
Indian	6
Pakistani	0
Bangladeshi	0
Chinese	3
White	394
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

**Qualified teachers and classes:
YR – Y6**

Total number of qualified teachers (FTE)	17.6
Number of pupils per qualified teacher	23.3
Average class size	27.3

FTE means Full Time Equivalent.

**Education support staff:
YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	136.5

Exclusions in the last school year

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

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

Financial information

Financial year	1999-2000
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	£
Total income	735,184.00
Total expenditure	701,816.00
Expenditure per pupil	1,667.00
Balance brought forward from previous year	-26,679.00
Balance carried forward to next year	6,689.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	410
Number of questionnaires returned	147

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	27	5	0	1
My child is making good progress in school.	50	41	6	1	3
Behaviour in the school is good.	48	46	3	1	1
My child gets the right amount of work to do at home.	45	43	6	3	3
The teaching is good.	60	34	4	1	1
I am kept well informed about how my child is getting on.	41	44	11	3	1
I would feel comfortable about approaching the school with questions or a problem.	66	28	3	2	1
The school expects my child to work hard and achieve his or her best.	61	33	4	0	2
The school works closely with parents.	45	41	9	2	3
The school is well led and managed.	47	33	10	5	5
The school is helping my child become mature and responsible.	57	36	2	2	3
The school provides an interesting range of activities outside lessons.	39	31	16	5	10

Figures are rounded to the nearest whole per cent.

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

88. Children enter the reception classes in the year in which they are five. In September, most children attend part-time for the first four weeks and full-time thereafter. However, if parents or teachers consider that individual children are not ready for full-time education, exceptions are made until these children are ready. At the time of the inspection there were 61 children in the reception classes, attending either part or full-time. When children enter the reception classes their attainment is above what is normally expected. Most of the children have had pre-school experience, either in playgroups or in private nurseries. There are good links with parents. They are invited to attend a meeting in the June prior to their child attending school in the September. At this time parents are advised of induction procedures and of their child's class. Staff listen to any queries or problems parents may have concerning their child's starting school. These practices all help to ease the transition between home and school. The quality of teaching in the under-fives is very good. Children are given a very secure foundation across all areas of learning, and make rapid progress towards achieving the Early Learning Goals. By the time children come to the end of their reception year, a large majority of them will have achieved these goals. Higher attaining children achieve them shortly after admission to the school. Children with special educational needs make steady progress and are well supported in their learning needs.

Personal, social and emotional development

89. All children, including those with special educational needs, make very good progress in developing their personal and social skills. Positive relationships are established between the children, teachers and support staff in a very short time. Most children are confident and enjoy their work, and those who are less confident are given much encouragement and praise to improve their self-esteem. Staff plan structured activities that are interesting and exciting, and which provide many opportunities for the development of social skills.

90. Children work well in groups or in pairs, taking turns and sharing toys and resources co-operatively. For instance, they work well in pairs when they use the computers, and when they play at being the 'waiter' or 'customer' in the 'Rainbow Café' role-play area. These day-to-day routines help the children, as they play happily together, to show consideration for one another. Children's behaviour is very good and they appreciate the difference between right and wrong. Most of them have a sense of fairness, are sensitive to the feelings of others, and show respect for their own culture and beliefs. Personal development is particularly well fostered through careful planning. For example, children exercise choice and plan work on their charts for activities during the day. This is very good practice, as it enables them to develop a sense of responsibility and to take responsibility for their activities. Children are given opportunities to learn through structured play activities as well as those directed by staff. The quality of teaching in this area is very good, because teachers plan for the individual needs of the children. Progress is very good and children enjoy the activities presented to them.

Communication, language and literacy development

91. Children make very good progress in developing their speaking and listening skills and in acquiring the skills they need to read and write. Those with special educational needs receive effective support to enable them to make progress. Children are given many opportunities to offer their opinions and to ask questions.

92. A good strategy employed is that of using toy bears to stimulate children's interest, one bear to each class, and to ensure that all children take a full part. 'Special helpers' in each class take turns to take the bears home with them and to contribute pictures or writing in each bear's book. The children really look forward to their turn and become very animated and excited. Often, less confident children will talk in front of the class about what they did with their parents and the bears. Most children respond very well to learning and reciting action rhymes. They know that pictures and words have meaning and associate sounds with words. Children recognise their own names and most can write their names. All staff have good questioning skills which they use to promote children's thinking and to provoke responses. Teaching and support staff work well together to provide a happy and encouraging ethos. The teaching of phonics is very good, and as a result most children know many letter sounds. Higher attaining children are making phonically plausible attempts at writing words and can read very simple sentences. Children generally hold pencils correctly and can write recognisable letters, most of which are correctly formed. Teachers have particularly high expectations of what their children can achieve in this area of learning, and ensure that work is well matched to children's different abilities.

Mathematical development

93. Children make very good progress in mathematical development in the reception classes. Children with special educational needs make sound progress and are fully integrated into all class work. Teachers plan activities which stimulate interest and provide a thoroughly secure foundation for further development. There are daily activities to promote children's awareness of the world of number. For example, during registration time, they count the number of children present and help to count the number of children staying for lunch or going home. They can count to ten accurately, and more able children count much further. Many children know that a number gets bigger if you add to it and smaller when a number is taken away. Social development is reinforced in sharing equipment and taking turns. The majority of children can talk about, recognise, and recreate very simple patterns and know shapes such as triangles and squares. They use sand and water trays to discover how many cups will fill a larger container. They are beginning to gain knowledge and understanding of the passage of time and to recite the days of the week, and are acquiring knowledge of mathematical vocabulary, including 'next', 'full', 'more than' and 'longer than'. Children enjoy pointing out their birthdays on the classroom display, and know that they are older than some children and are not as old as others. Teachers are particularly good at managing the children and in providing clear targets in this area of learning.

Knowledge and understanding of the world

94. By the time they are five, children attain standards which are above those of other five year olds and they make good progress. They are developing good skills of investigating when engaged in conversation with adults. For instance, in one activity children were developing their skills of observation when dropping strips of coloured crepe paper into a bottle of water. They discussed what they thought would happen. Some children thought the water would change colour; others were not so sure. They were excited when they realised that when a blue and red strip of paper were dropped into the bottle the water turned purple. When the strips of paper were taken out they had lost most of the original colour. When asked ‘What do you think happened to the colour?’ one child said ‘The dye had gone into the water’. They were able to record on paper what they had seen happening.

95. Children are becoming curious and interested in the world around them. They talk about where they live and about their families. Through using computers they are developing and gaining knowledge and understanding of the use of information and communication technology and confidently use the mouse to access programs. They are beginning to gain understanding of forces by experimenting with sand and water using wheels and paddles, and when pushing the pedals on their large-wheeled toys. During physical education lessons children enjoy feeling their heart beats and learn from this that their heart beats faster after exercise but slows down again as they rest. In this area of learning, teachers are particularly good at planning exciting activities and in giving well-timed help to heighten children’s interest and to improve the quality of their understanding.

Physical development

96. Children make very good progress in their physical development, including those with special educational needs. They develop self-confidence as they experience a wide range of activities planned to improve their physical skills. They have regular time within lessons to use large apparatus out of doors. The Key Stage 1 playground has to be used for this activity, since there is no separate play area for under-fives. Lack of covered outdoor play space means that when the weather is bad the activities cannot take place. The school has planned and budgeted for an outside play area to be completed in the very near future. Only the removal of a temporary classroom, which was finally removed in October, has held up this plan. The reception classes regularly use the church hall, which is adjacent to the school, for physical education and drama. During these lessons children make good use of the space within the hall to avoid contact with others. Children understand why they need a warm up session at the beginning of the lesson, and can explain why their muscles need to warm up gently before starting their activities. They can jump, skip, hop and stretch, and understand the importance of listening carefully and of not talking during these sessions. Children are developing their fine motor control skills in painting, drawing, cutting and writing, using the computer mouse and construction apparatus, and are adept at using a tape recorder to listen to stories. They use glue carefully and accurately in all their collage activities. Children readily discuss their activities, explaining fluently and confidently what they are doing. Teachers are particularly skilled in sharing their objectives with the children and have particularly high expectations of children’s behaviour in outdoor activities

Creative development

97. Children are making very good progress in creative development in the reception classes, and those with special educational needs make steady progress. Children have developed very good work routines, for example putting on aprons without being reminded when they are engaged in painting and collage work. Children show their increasing dexterity when using dough when modelling, by rolling, pulling and squeezing. They enjoy using paint and glue and draw readily. Children learn well through drama and imaginative play, stimulated by their use of the 'Rainbow Café' role-play area, for instance when ordering food from a menu. The under-fives explore sound, colour, texture and respond to their senses. Almost all children recognise primary colours and know that if you mix two colours the result is a third colour. For example, children painted one hand in yellow and the other with blue and were amazed to find that when they rubbed their hands together that the colour on their hands had changed to green. Children enjoy singing together and can repeat simple patterns of sounds. They understand that different instruments make different sounds. Teaching is very good; children are managed very successfully and the teachers value the opinions and ideas of the children.

98. Accommodation for the Foundation Stage is barely adequate, especially for the two classes occupying part of one of the pairs of semi-detached houses which form part of the school premises. The rooms are cramped, and teachers need to plan very carefully to ensure that all children experience the full range of the curriculum. They achieve this by moving the children from room to room so that they can use equipment for activities such as sand and water play, or information and communication technology.

99. The quality of teaching is very good and is better than that reported following the previous inspection. No unsatisfactory lessons were observed. Planning is detailed and there are appropriate systems in place, including a useful baseline assessment, to assess children's progress. Teachers provide stimulating, well-paced and interesting lessons and activities, and their support staff make a very significant contribution to the very good teaching. The staff establish caring relationships which result in children's very good behaviour and attitudes to their work. Despite the limitations of the premises, the school meets the newly revised requirements for the Foundation Stage.

ENGLISH

100. In the year 2000, pupils' attainment in the National Curriculum tests at the end of Key Stage 1 was well above the national average in reading and writing, and was also well above the average for similar schools. The proportions of pupils achieving the national target of Level 2 and the higher Level 3 in both reading and writing were well above the national average. On the basis of teacher assessments, pupils' speaking and listening skills were well above the national average and well above the average for similar schools. These results represent a significant improvement since the last inspection, when attainment was in line with the national average. Between 1996 and 1999, pupils' performance in reading exceeded the national average by about a term and a half, and in writing by about a term. Results in reading declined from 1996 to 1997; since then they have continued to rise, although there

was a slight drop in the year 2000. Results in writing declined from 1996 to 1997, improved in 1998, and have since remained consistently well above the national average. The performance of pupils in reading in the year 2000 exceeded the national average for their age group by the equivalent of two terms, and in writing by almost two terms.

101. Attainment at the end of Key Stage 2 in the 2000 National Curriculum tests was well above the national average and was very high in comparison with similar schools. The proportion of pupils achieving the national target of Level 4 was very high and the proportion achieving the higher Level 5 was well above the national average. This represents an improvement since the last inspection when attainment was above the national average. Between 1996 and 1999, pupils' performance in English exceeded the national average by about three terms. Results in English improved from 1996 to 1998 and, although there was a very slight decline in 1999, were always at least well above the national average. The performance of pupils in English in the year 2000 exceeded the national average for their age group by the equivalent of three terms. There was no significant difference between the performance of boys and girls.

102. Pupils in both key stages generally make very good progress and consistently work at levels well above those expected nationally in all elements of the subject. This is because of the very good quality teaching and because of the way in which the curriculum is planned. Pupils' skills in speaking and listening, reading and writing are progressively developed in the 'literacy hour' and in other lessons. In Key Stage 1, good use is made of skilled additional teachers in literacy lessons. This strategy enables the size of teaching groups to be halved and gives pupils more individual attention. Throughout the school extra help is also provided for small groups of pupils, where needed, and this has also helped to sustain very good standards. The school is currently concentrating on further improvements in pupils' attainment in writing.

103. A significant factor in the high attainment of pupils is the fact that in all subjects of the curriculum, in addition to the literacy hour, pupils are given opportunities to participate in discussions and to demonstrate the methods that they have used and the reasoning behind these methods. In the best lessons, whole class teaching during the introduction consolidates and sharpens pupils' skills in speaking and listening. At the end of the lessons, the plenary session provides good opportunities for pupils to evaluate what they have learned and to assess the extent to which they have achieved the objectives of the lesson. Pupils in Year 6 benefit greatly from drama sessions with Cotham Performing Arts staff.

104. With the exception of some pupils with special needs in each class, the majority of pupils read at levels well above national expectations for their age. By the end of Key Stage 1, most pupils show good understanding of simple texts and read fluently, accurately and independently. They express ideas about major events in stories, poems and non-fiction and use a good range of strategies to help them to decipher unfamiliar words and establish their meaning. They show understanding of the main points of fiction and non-fiction and express preferences. They use their knowledge of the alphabet to locate books and find information. By the end of Key Stage 2, most pupils show understanding of significant ideas, themes, events and characters in response to a range of texts. A significant majority of pupils select

essential points and use inference and deduction where appropriate. They select relevant information to support their views. They retrieve and collate information from a range of sources. The school has spent a considerable sum of money on attractive texts for use in the literacy hour. It further promotes reading skills through regular book fairs.

105. Inspectors heard a total of 39 pupils read from across the age range and from all ability groups and held discussions with them. This confirmed the fact that standards of reading are well above national expectations at the end of Key Stages 1 and 2. Pupils benefit from the fact that there is a good range of fiction books within each classroom, and many pupils regularly visit to the local library. Unfortunately, the school library is inadequate in that it is too small to accommodate a whole class of pupils and is unattractive in appearance. A survey of books revealed that a large number are out of date, in poor condition and are not attractively displayed or easily accessible. Many pupils have a large number of books at home and borrow regularly from the local library. Pupils regularly select books from the school library, with the help of Year 6 library monitors and the majority, with parental help, know how to select books in the local library. Younger pupils read regularly to their parents at home and the home/school reading diaries provide a useful dialogue between home and school.

106. Writing is well above average at the end of both key stages, but the school is aware that it is not as strong as reading, and the staff are working hard to address this. Evidence from the inspection suggests that pupils are making significant progress in this aspect of English and are on line to achieve their targets. The emphasis is on different forms of writing, often relating to the texts read during the literacy hour. During the inspection, pupils in Year 1, concentrated on developing their understanding of rhyming patterns, using the texts of 'Where's my Teddy' and 'The Pig in the Pond.' Pupils in Year 2 produced some interesting rhymes based on the poems 'Ella McStumping' and 'The Laughing Giraffe' and made very good progress in developing their skills in writing poems. For example, a Year 2 pupil's immediate response to the question, 'Can you put owl into a sentence?' was: 'While the night was passing by, I saw an owl fly through the sky.'

107. Pupils in Year 3 develop an understanding of the main features of newspapers and write interesting articles and an advertisement for a job. They compared the ways in which information can be presented, using a variety of information texts. Pupils in Year 4 develop their understanding of instructional texts. They identified the required features and wrote clear instructions, supported by diagrams, on how to play a game of snakes and ladders. Pupils in this year group edited their work to improve the cohesion of the instructions, adding headings and numbers to ensure that instructions link. They made good use of imperative verbs, well established procedures to check spellings and successfully identified what made some instructions easy to understand. They suggested ways in which the structure could be improved. Pupils in Year 5 analysed instructional texts, such as how to load a film into a camera and clarified their understanding of past, present and future tenses. They wrote diary extracts of what happened yesterday, instructions for a task today, such as making a cup of tea, and what they hope to do next holiday. Their writing is well organised and clearly structured and the main features of instructional text and the needs of the reader are appropriately addressed. Pupils in Year 6 read an extract from 'The Water Babies.' They then revised the rules for applying speech marks and wrote a dialogue, successfully altering the narrative by writing in the voice and style of 'The Water Babies.' In another lesson, they turned a dialogue into a script. They know the conventions of dialogue and script; they are skilled at editing and giving

constructive feedback. Their writing is varied and interesting and meaning is communicated clearly. After reading an extract from 'Nicholas Nickleby' in a third lesson, they wrote another short scene set in Dotheboys Hall and successfully captured the style and language of Dicken's text.

108. Pupils' attitudes to English are very good. They show interest and enthusiasm, are very attentive and respond well to questions and discussions. Pupils are skilled at giving constructive feedback to others. When doing this they respect the values, feelings and beliefs of others and are generous in their praise. Pupils are highly motivated and work well both collaboratively and independently. Their relationships with one another and with their teachers are very good and this, together with their good behaviour, promotes learning. They show initiative and independence in their approach to learning, and are confident in expressing their views.

109. The quality of teaching is very good in both key stages. Teaching was good in two of the lessons observed in Key Stage 1 and very good in four lessons. In Key Stage 2, it was satisfactory in two lessons, good in three lessons and very good in seven lessons. This represents a significant improvement since the last inspection, when teaching was unsatisfactory at Key Stage 1 and good at Key Stage 2. Teachers' knowledge and understanding and their teaching of basis skills are very good. Their planning and teaching methods are very effective and they have high expectations of what their pupils can achieve. Their management of pupils is very good and they use time, support staff and resources very effectively.

110. The quality and use of assessment is very good and the use of homework is good. As a result of very good teaching, supported by very good relationships and good behaviour, pupils make very good progress in their acquisition of knowledge, skills and understanding. They work at a very good pace, and the intellectual and creative effort that they apply to their work is very good. Their knowledge of their own learning is good at Key Stage 1 and very good at Key Stage 2. They know from self and group evaluation what they can do, how well they are doing and how they can improve. Pupils are helped to progress by teachers' evaluative marking, regular assessments of work, and the setting of targets. Most pupils make very good gains in learning, including pupils identified by the school as having English as an additional language. However, many pupils with special educational needs do not progress in lessons at the same rate as their classmates. While their progress is satisfactory, it could be better. These pupils do not make better progress because their individual education plans are not always sufficiently detailed to enable teachers to plan for their individual needs.

111. The appropriate statutory curriculum is in place. It is broad, balanced and relevant and is supported by adequate resources, which are used well. There is generally equality of access and opportunity for all pupils. There is no specific provision made for pupils identified as having English as an additional language, because these pupils are literate and articulate.

112. The curriculum is enriched through drama and through residential visits to places such as Lyme Regis and France, where pupils use their literacy skills in new and interesting ways and produce some very good reports of their visit. Examples of the breadth of the curriculum

are evident in the displays around the school, such as metaphor poems in Year 6, in which one pupil writes: 'The volcano stirs, waking from his sleep.' There are also examples of high quality character sketches, such as 'Miss Designer Label', and alliteration poems. The teaching of literacy skills is very good.

113. The leadership of the co-ordinator is very good. She provides very clear educational direction for the subject and very good support for staff. The priorities for development, with the emphasis on writing, are appropriate. The monitoring of teachers' planning, pupils' work and teaching and learning is very good. Regular assessment of pupils' work, tracking of progress, and the setting of targets has had a significant effect on the raising of standards. The match of teaching and support staff to the curriculum is good. The adequacy of resources and accommodation is satisfactory. There is a shared commitment to further improvement in the subject.

MATHEMATICS

114. In the National Curriculum tests in 2000, pupils' standards at the end of Key Stage 1 were very high when compared with those of all schools nationally and of schools with similar intakes. This represents a considerable improvement since the previous inspection and continues a trend of improvement that is much faster than the national trend. Girls performed marginally better than boys in these tests, but this is not a recurring trait over time.

115. In the National Curriculum tests at the end of Key Stage 2 in the same year, pupils' standards were well above the average nationally and for similar schools. Standards have remained at this level above the nationally improving trend for the last five years. Boys performed marginally better than girls in the tests in 2000 but this is not a feature of results over time.

116. Inspection findings are that pupils' standards at the end of both key stages are well above those expected for pupils of their respective ages, because of the high proportion of pupils who are already working at or above the standards expected for pupils at the end of their respective key stages. Pupils make very good progress in Key Stage 1, which is a great improvement on the findings of the previous inspection. They sustain good progress, overall, through Key Stage 2, but make very good progress in Years 4, 5 and 6 because of some very good teaching.

117. About half of Year 1 pupils add and subtract single digit numbers accurately, use simple mathematical symbols correctly, and have a swift and sound recall of appropriate number facts. The remainder of the pupils are often accurate when performing paper calculations to do with addition, but are insecure when dealing with subtraction, and have slower and less secure recall of basic number facts. They successfully compare objects to find which is shorter or longer. Higher attaining pupils add two-digit numbers securely, and read, write and sequence three-digit numbers correctly. Year 2 pupils build successfully on this good start. Average attaining pupils have a secure understanding of place value involving two digits, and add and subtract these numbers generally correctly. They

understand the relationship between fractions of numbers and division and find half of a small number generally accurately. They recognise and classify a satisfactory range of two- and three-dimensional shapes correctly. Higher attaining pupils work at higher levels than these when they add three-digit numbers correctly, find quarters of a small number, often by using their knowledge of halving totals, and sequence four- digit numbers accurately. In addition, they recognise, name and correctly classify a good range of three-dimensional shapes.

118. Year 3 pupils recognise and record correctly a range of more complex fractions, such as $\frac{5}{6}$ and $\frac{3}{8}$. They multiply and divide numbers accurately by 5 and are beginning to understand number patterns, such as those involving the three times table. Higher attaining pupils use their knowledge of the fact that multiplication and division are inverse operations, for example by using skills in division to check their answers to a multiplication problem. Too much work in this year group is untidy and inaccurately presented, which hampers pupils' progress. For example, shapes are drawn without the use of rulers to ensure that lines are straight, and calculations are set out without due attention to accurate positioning of numbers. In Year 4, pupils are generally competent in calculating pairs of fractions which total one whole unit. Higher attaining pupils have swift recall of number facts and use this well to convert improper fractions to mixed numbers and back again. They use a variety of strategies to calculate the answers to problems and explain them clearly. Year 5 pupils add-four digit numbers correctly but are insecure when subtracting numbers of the same size. They multiply and divide correctly, using secure recall of basic number facts. Higher attaining pupils have swift and secure recall, but the speed and security of recall for average attaining pupils does not match their ability with written calculations. All pupils are equally adept at constructing and interpreting line and bar graphs. Higher attaining pupils have a sound understanding of place value involving large numbers and use this knowledge effectively to produce accurate calculations.

119. In Year 6, pupils have a generally secure understanding of the relationship between fractions, decimals and percentages and use this to calculate percentages of given numbers. They have a good knowledge of geometric patterns and facts, such as those to do with angles around bisecting straight lines, and use this securely to calculate the sizes of missing angles. Higher attaining pupils calculate percentage increases and reductions accurately, sometimes using very swift recall of number facts. For example, some pupils used repeated halving to find 13.5 per cent of their own height and weight.

120. The quality of teaching ranges from unsatisfactory to excellent and is, overall, good in both key stages. For Key Stage 1, this is a considerable and noteworthy improvement and is an improvement also in Key Stage 2. At Key Stage 1, teaching was excellent in one lesson, very good in two and unsatisfactory in one. At Key Stage 2, teaching was very good in three lessons, good in three and satisfactory in two.

121. Teachers plan well in year groups; this ensures parity of experience between parallel classes. Planning is to a good format, which ensures that teachers have a clear idea of what pupils are to learn. Teachers' knowledge and understanding of what they have to teach and the way in which they successfully focus on the basic skills to be learned by pupils have been improved through the successful implementation of the National Numeracy Strategy. This strategy now provides the basis of good curriculum provision throughout the school.

122. The training associated with this strategy has been effective in improving teachers' confidence with the subject and in providing them with a variety of ways of increasing the speed with which pupils recall basic number facts. This is beginning to be effective throughout the school but, because of the smaller initial gap between pupils' speed of recall and their competence with written calculations, it is more evident in Key Stage 1.

123. Teachers devise relevant and interesting tasks for their pupils. Their lesson planning is of high quality and, during the week, these plans are carefully amended to reflect what pupils have learned and to give them work that is closely matched to individual need. This ensures that pupils acquire the intended skills, knowledge and understanding in a logical and meaningful sequence. Teachers use a good variety of effective teaching methods, overall. This ensures that pupils are fully involved, have very good attitudes to their work, behave well, and concentrate fully on the tasks set them. In some lessons in Key Stage 1, very good use is made of a number of strategies that captivate pupils' attention and enthusiasm. For example, in one Year 2 lesson introducing fractions, the teacher used her 'lunch' – a banana that she intended to share with the support staff in the class – to exceptionally good effect to emphasise the importance of each half of a whole needing to be equal. In another Year 2 lesson, the teacher used questioning techniques in an outstanding way in the initial whole class session. She ensured that all pupils were wholly involved throughout the session and were successfully able to answer questions at their own levels.

124. Teachers use time and the help of support staff and other adults very well. As a result, lessons move at a good pace and interest pupils. The quality of relationships is very high throughout the school and pupils are not afraid to ask for help or to volunteer answers in whole class or group sessions. This makes a good contribution to their progress, because there are generally good numbers of adults close at hand to support and guide them and to ensure that they concentrate well on the tasks. The management of pupils and their behaviour is good, overall, across the school. However, where lessons are less successful, it is because the behaviour of a very small minority is not well enough managed and because the teacher does not provide enough work to ensure that all pupils are suitably involved. In these lessons, pupils do not work with sufficient pace and do not make the progress that they could and should.

125. The subject is led and managed very well by an enthusiastic co-ordinator who has a very clear understanding of the current strengths of the subject and which areas remain for development. He has been highly influential in ensuring that the school has been very successful in meeting its targets for the subject. He regularly monitors pupils' and teachers' standards and the provision in the subject. His evaluations are perceptive and provide a very good basis for further development. All staff are very committed to further improvement in this subject and the school is very well placed to succeed. Assessment procedures are good and are used very well to identify strengths and weaknesses in practice and provision, and to guide future planning. Resources are good; they are readily available to all teachers, who use them well.

SCIENCE

126. In teachers' assessments for pupils at the end of Key Stage 1, in the year 2000, the proportion of pupils reaching the national target of Level 2 or above was very high in comparison with the national average and in comparison with similar schools. The proportion of pupils reaching the higher Level 3 was well above the national average and well above average when compared with that in similar schools. In the national tests for the year 2000 at the end of Key Stage 2, pupils' attainment was above national expectations. The proportion of pupils reaching the national target of Level 4 exceeded the national average and the average for similar schools. The proportion of pupils reaching the higher Level 5 was well above the national average and the average for similar schools. These results show good improvement since the last inspection, in particular the proportion of pupils attaining the higher levels at both key stages.

127. Inspection findings broadly confirm these results. At the end of both key stages pupils are achieving standards that are above those expected for pupils of a similar age, and they make good progress. There is no significant difference in attainment between boys and girls. Pupils with special educational needs make steady progress.

128. During the course of the inspection the younger pupils in Key Stage 1 were learning about root growth and found out why their spider plant needed to be re-potted. Many pupils understand that the root system is important for the plant to survive, and know that for plants to be healthy and grow well in pots the roots need space to develop. Pupils' understanding of this concept was considerably enhanced when one teacher compared children outgrowing their shoes to a plant outgrowing its pot. Older pupils investigating electrical circuits understand the need for a complete circuit if a bulb is to light up. Again the teachers used a good analogy to strengthen pupils' understanding of circuits. Pupils sat in a circle holding hands and at a signal from the teachers a pupil began to squeeze the next person's hand, and this went on and around the circle. They quickly realised if the squeeze was not passed on the circuit was broken and so the squeeze did not get back to the sender. The majority of pupils can make an electrical circuit and light a bulb. They all know that a battery is required to give energy. Pupils were given several experiments to do and had to predict if they thought the bulb would light before starting their investigations. At the end of the lesson pupils discussed why an experiment was successful, or not and recorded their findings accurately. The pupils were highly motivated and excited during these lessons as a result of the enthusiasm of the teachers.

129. The younger pupils in Key Stage 2 were discussing the properties of materials and in particular whether they were absorbent. Investigations were set up to find how much water a particular paper could hold, and pupils recorded their findings accurately. In a Year 5 class pupils were investigating the effect of exercise on the pulse. The lesson began in the hall when pupils were asked to run forward and backward across the hall. The teacher stressed the need for health and safety procedures to be followed and ensured that the pupils warmed their muscles up slowly before beginning the exercises. She had previously checked that pupils knew how to find a pulse in their body. When pupils returned to the classroom they recorded the results of the experiment, making comments where the results did not match their predictions, such as when their pulse rate was miscounted. Very good progress in pupils' learning was made during this lesson. Year 6 pupils were investigating whether the size of a particle has an effect on the speed with which a solid

dissolves. The pupils really enjoyed this experiment as it centred on four different types of sugar. They made predictions first but were surprised at how long the brown sugar crystals took to dissolve. They recorded their results on a line graph. Attainment is good across all attainment targets.

130. Overall, the quality of teaching is good. At Key Stage 1, four lessons were observed. Two of these were very good, one was good and one was satisfactory. Of the four lessons observed at Key Stage 2, two were very good and two were good.

131. Teachers are confident and have a good knowledge of what they teach. They therefore provide clear guidance to their pupils and help them to successfully learn new scientific concepts. Teachers are good at encouraging pupils to use skills gained in other subjects to help them in their work, such as using skills in mathematics when producing graphs of scientific data. In the best lessons, teachers are clear about their learning objectives and share them with the pupils. Plenary sessions at the end of lessons include discussion of what went well and what would need to be done to make work more successful in future. Teachers are also generally good at managing their pupils, although in less effective but satisfactory lessons there were some shortcomings in this aspect of teaching. The structure of lessons has improved since the last inspection. Teachers make good use of time and resources and this results in maximum learning occurring in each lesson.

132. Pupils' attitudes to science are good. They listen carefully to their teacher and show by their responses that they want to contribute, work hard and gain new knowledge. Pupils are confident in carrying out investigations, and they record their results accurately, often using illustrations and diagrams to illustrate their report. All pupils are willing to express their ideas and contribute to discussions confidently, and teachers listen to the pupils and value their opinions. The development of such a sophisticated attitude and working style makes a positive contribution to pupils' personal development and to their learning.

133. The co-ordinators are currently updating the scheme of work. Work samples are collected and analysed. Procedures for assessment are good. All pupils have 'progress books' in which their achievements are recorded and agreed by the teacher. The books give a very clear indication as to what the pupils know and can do. Results of the national assessments and tests are analysed and action taken if needed. Each teacher provides the co-ordinators with a half-termly assessment and pupils' progress is carefully tracked. Parents are kept well informed of their children's progress through annual written reports and at regular parents' evenings. Resources are adequate for the subject. The school meets the requirements of the National Curriculum and has a good capacity for further development.

ART AND DESIGN

134. Pupils' attainment in art at the end of both key stages is above national expectations for their age and pupils in both key stages make good progress. During the inspection no art lessons took place at Key Stage 1, but a survey of work which pupils had done in the current school year, and of work on display, confirms that attainment at the end of Key Stage 1 is above expectations. Two lessons were observed at Key Stage 2, in Year 6, and these confirmed that attainment in Key Stage

2 is also above expectations. Work on display in classrooms and around the school shows that pupils produce a good range of work in a

variety of media, and that pupils in both key stages have good opportunities to develop an understanding of artists' work and apply it to their own. It is not possible to make judgements on pupils' attitudes to the subject or on the quality of teaching and learning at Key Stage 1.

135. In Key Stage 1, Year 1 pupils have experimented with colour and colour-mixing, adding white to make shades of colour, and made chalk and pencil self-portraits of a good standard. Year 2 pupils have studied the work of a good range of artists. They have looked at the work of Seurat and produced 'pointilliste' studies of figures in action, the work of Mondrian, in a link to mathematics, and a painting by Arcimboldo, in a link to a science topic on healthy eating. They have worked with clay, making thumb-pots, indenting the clay and glazing their pots. They have made rubbings, used the wax-resist technique in their paintings, and have made observational drawings of leaves.

136. In Key Stage 2, all pupils have sketchbooks and these are used well throughout the school. Year 3 pupils have made and painted Tudor houses, looked at patterns in the home, and made group collages on 'Communicating with the World', linked to the information technology curriculum. Year 4 pupils have studied the work of Klimt, considering pattern and repetition in their work and, in their sketchbooks, have made observational studies of seashells of a good quality. In Year 5, pupils have designed African flags, using African patterns and designs. They have made studies of sea life after a visit to Lyme Regis, and made careful observational studies of faces, dividing the face up into areas in order to develop more accurate proportioning. In Year 6, pupils have made sculptures based on the work of Miro and Giacometti, using wire armature. In the lessons observed in Year 6, pupils were making studies of people in action. Working from studies made in a previous lesson, pupils mixed paints, considering the best tone and shade for skin colour. Pupils are compiling information in sketchbooks to assist with the development of their ideas, working collaboratively and employing a range of materials. Standards of observational drawing are above those expected of pupils of their age.

137. Pupils' response in the two Year 6 lessons seen was very good in one lesson and good in the other. Pupils enjoy their art activities, respond well to practical guidelines and show pride in their work. Pupils' quality of learning in lessons seen was good; they make good progress, are well motivated, and work together very well without the need for constant intervention by teachers.

138. The quality of teaching in the two Key Stage 2 lessons observed was good. Teachers demonstrate good subject knowledge, maintain a good pace throughout the lessons, prepare resources well, motivate pupils very well, have high expectations of work and behaviour and, through good one-to-one support, encourage pupils to evaluate their work in progress.

139. There are currently two co-ordinators for the subject. Both are well qualified, have a good overview of standards of art throughout the school, and are very supportive of colleagues. Resources for art are of good range and quality, are used well, and are readily accessible. Assessment in art is good. At the end of each academic year, pupils all produce an observational drawing of a person sitting in a chair. These studies are compiled into individual pupil profiles and give a good indication of pupils' progress as they move through the school.

DESIGN AND TECHNOLOGY

140. Two design and technology lessons were observed at Key Stage 1, and one at Key Stage 2. Evidence from these lessons and from examples of pupils' work on display around the school indicates that pupils make good progress in design and technology at both key stages and that pupils' attainment at age seven and eleven is above expectations for their age.

141. In Key Stage 1, pupils are engaged in focused, practical tasks in which skills and knowledge are developed. In the Year 1 class, in preparation for a food technology activity, pupils had investigated, recognised, named, drawn and labelled a range of fruits and vegetables, drawing on their own experiences. During the lesson, they were producing group pictograms of their group's daily consumption of fruit and vegetables. Year 2 pupils, in an excellent lesson, were making puppets. Pupils know a number of different ways of joining materials and can discuss the relative advantages and disadvantages of different types of joins. They know about the importance of 'finishing touches'. In a previous lesson pupils had produced very good designs for their puppets, including paper templates which were pinned on to the material and cut around. Pupils' stitching skills are well above those normally expected of their age. All pupils have very clear criteria for making their puppets and carefully assess their puppets against these criteria.

142. In the one design and technology lesson seen at Key Stage 2, Year 3 pupils were designing and making 'moving monsters'. In a previous lesson they had generated ideas, considering the use of their models, listing requirements for their designs. During the lesson observed, they chose appropriate tools and techniques. They then considered their progress and identified possible improvements to their models, clarifying their ideas in words and diagrams, and using tools and equipment with an above-average degree of accuracy.

143. Pupils' attitudes and behaviour were satisfactory in one lesson in Key Stage 1 and excellent in the other. In the one lesson seen at Key Stage 2, pupils' attitudes and behaviour were satisfactory. Where attitudes were satisfactory, at both key stages, most pupils were interested in the tasks and responded to their teachers' questions and directions. Where response was excellent, in the Year 2 class, pupils' behaviour and relationships with each other and with adults were exemplary. Pupils were offering their own ideas and making appropriate suggestions, and were clearly greatly enjoying what they were doing. Where the teaching was excellent, pupils made excellent progress.

144. On the evidence of a scrutiny of pupils' plans and finished models, and the limited number of lessons observed, the quality of teaching is judged to be good overall at both key stages. One of the Key Stage 1 lessons was excellent and the other was satisfactory. The single Key Stage 2 lesson was of good quality.

145. In the one lesson where teaching was exemplary, planning was very good and the teacher's use of questioning was very good. The teacher gave very clear, detailed instructions about the tasks so that all pupils and parent helpers knew exactly what was intended. Resources were very well prepared and techniques were demonstrated and taught very well, with the result that pupils sewed their puppets very well.

146. The school has adopted nationally recommended guidance as the basis of its scheme of work for the subject. This guidance provides a series of units of work which will ensure progression in the key skills and knowledge of the subject as pupils move through the school. The co-ordinator for the subject provides good support for colleagues and has a satisfactory understanding of standards throughout the school. To date, however, she has not had the opportunity to observe teaching in the subject.

GEOGRAPHY

147. Attainment at the end of both key stages is good. This represents a good improvement at Key Stage 1 since the last inspection, when standards were below national expectations, and it maintains the position at Key Stage 2, where standards were good. Pupils, including those identified by the school as having English as an additional language, make good progress. This represents an improvement at Key Stage 1 since the last inspection, when progress was unsatisfactory. However, it points to a decline at Key Stage 2, when progress was previously judged to be very good. Pupils with special educational needs make satisfactory progress, but their individual education plans are not always precise enough to enable teachers to plan for pupils' specific needs. During the inspection, two lessons were observed, one at Key Stage 1 and one at Key Stage 2. Judgements are based on these lessons, a scrutiny of work, teachers' long-term and medium-term planning, the scheme of work, current displays, photographs, and discussion with the co-ordinator.

148. Pupils make good progress, and by the end of Key Stage 1 they have a good knowledge of the features of the school and local environment, and of the natural world. They know about methods of travelling to near and far places and compare life on the Isle of Struay with life in Bristol. Pupils in Year 1 explore the local area, the school building, the people within it, the school grounds, and the local streets and shops, and draw plans and maps. They confidently talk about the features which they like and dislike. In a Year 2 lesson, the teacher skilfully drew on pupils' experiences of travelling to trace the class teddy bear's journey to the Peak District. Pupils revealed a very good knowledge of his previous travels and talked about his recent visit to Paris and how he travelled there. The teacher 'talked' to him and then repeated his 'answers' to the children, a method that engaged and maintained their interest and extended their knowledge. For example, pupils examined his 'passport' and this led to a discussion of passports in general. They discussed his activities, what the weather was like and what he wore. Two children, whose families took the bear with them when they went to the Peak District together at half-term, showed photographs of the places that he visited and talked about each place. The lesson was planned very effectively. The pupils asked very sensible questions and the two children answered them very well, with a little guidance. The class worked out, from the children's description, that the Peak District is hilly, and that therefore the weather might tend to be wet. They showed interest in the pot that one of the children made from local clay, located the Peak District on a map, and deduced that visitors would be wise to take anoraks and rucksacks with them.

149. Pupils continue to make good progress in Key Stage 2 and, by the end of the key stage, they have a good knowledge of the local area and of places further away in this country and abroad, as well as a developing an understanding of physical features and the weather. Pupils study the local area in more detail, through fieldwork, photographs and maps, and draw plans and maps. They

study the local weather and weather around the world. Pupils in Year 4 look at ways in which the environment can be improved. They study noise in the school environment and use their mathematical skills to draw a block graph to show noise levels at various times of the day. They look at the deployment of litter bins around the school premises, ask questions about why they are sited where they are, and write letters asking for more bins to be placed in strategic places. This creates useful links with literacy. In a lesson observed in Year 5, pupils were given the following problem to solve: 'Should the High Street in Westbury Park be closed to traffic?' They put considerable intellectual thought into their work. Having decided to solve the problem by means of a questionnaire, discussion then focused on the content, the timing of the questionnaire and the people to be asked to complete it. Pupils in Year 6 successfully build on their knowledge of water and the sea gained during their residential visit to Lyme Regis in Year 5 and extend this to a study of rivers, erosion and deposition.

150. Pupils' attitudes to geography are very good. They show interest, enthusiasm and commitment to their work, asking pertinent questions and taking an active part in discussions. Pupils are highly motivated. They show initiative and a sense of responsibility when carrying out assignments and seeking answers to questions and develop skills of independent learning. Relationships between pupils and with their teachers are very good. As a result, pupils feel confident in putting forward their own ideas and listen carefully to what other people have to say. They show respect for the contributions of others and evaluate their own work and that of others constructively. Resources, particularly maps, are treated with care.

151. Overall, the quality of teaching is good. The single lesson at Key Stage 1 was very good and the lesson at Key Stage 2 was good. In both key stages, teachers' knowledge and understanding is good. They use methods that help pupils to learn effectively and to become independent learners, through enabling them to pose questions or discuss problems and find the means to address them. Pupils' acquisition of knowledge, skills and understanding is good, as a result. Teachers' planning is good. Their expectations of effort, behaviour and presentation are high. Teachers' management of pupils is good. They use time, resource staff and resources well and this leads to good learning. The teaching maintains pupils' interest, and as a result pupils apply intellectual and creative effort to their work. The quality and use of ongoing assessment is satisfactory. Pupils' knowledge of their own learning is good at both key stages. They are encouraged to evaluate their own work and that of others, at the end of each session; evaluative marking is also helpful in showing them how they can improve.

152. Most pupils make good gains in learning, including pupils identified by the school as having English as an additional language; teachers make provision for them to learn within a group of pupils of similar standards. Pupils with special educational needs make less progress than their peers, that is, they make satisfactory progress in contrast to the good progress of their peers due to the fact that their individual education plans are not always sufficiently detailed to enable teachers to plan for their individual needs. As a result, opportunities for these pupils to develop literacy skills through geography are not fully taken.

153. The statutory curriculum is in place. The breadth, balance and relevance of the curriculum is good. The scheme of work is based on guidance from the national Qualifications and Curriculum Authority; this represents an improvement since the last inspection, when the 'topic' approach to

planning did not always ensure continuity and progression in learning. There are adequate resources, which are easily accessible. There is generally equality of access to the curriculum for all pupils, although the way in which instrumental tuition is arranged could result in some pupils missing some of their geography lesson each week. There is no specific provision for pupils whom the school has identified as having English as an additional language, because they are literate and articulate pupils. The curriculum is enriched by a residential visit to Lyme Regis for pupils in Year 5, by a residential visit to Normandy for pupils in Year 6, and by visitors to the school. Visits are arranged for other year groups, as appropriate.

154. The leadership of the co-ordinator is good. He provides clear educational direction for the subject and good support for staff. His enthusiastic approach is welcomed and supported by the staff. The school's aims and values are reflected in the work in geography. Attainment has risen at Key Stage 1, as standards of teaching have improved. The priorities for development are appropriate, particularly with regard to the emphasis on geographical skills and first-hand investigation. The monitoring of teachers' planning and pupils' work is good but, as yet, the co-ordinator has not had the opportunity to observe teaching and learning throughout the school. The match of teaching and support staff to the curriculum is good, and the resources and accommodation are satisfactory. The co-ordinator has interesting plans to make more use of information technology as a tool in geography, to establish links with contrasting localities, and to link with schools in Lyme Regis, Australia and possibly the United States and Africa. There is a shared commitment to further improvement in the subject and a strong capacity to succeed.

HISTORY

155. Attainment at the end of both key stages is good. This represents an improvement at Key Stage 1 since the last inspection, when standards were in line with national expectations, and maintains the position at Key Stage 2, where standards were good. Pupils, including those identified by the school as having English as an additional language, make good progress. Pupils with special educational needs make satisfactory progress. However, the lack of precision in some of the individual education plans for pupils with special needs means that teachers are not always able to make best use of history as an opportunity for these pupils to develop their literacy skills. During the inspection, four lessons were observed in Key Stage 2 but, owing to timetabling arrangements, it was not possible to observe any lessons in Key Stage 1. Judgements are based on these lessons, a scrutiny of work, teachers' long-term and medium-term planning, the scheme of work, current displays, photographs, and discussion with the co-ordinator.

156. Pupils make good progress, and by the end of Key Stage 1 demonstrate a developing sense of chronology and use appropriate historical vocabulary. Pupils in Year 1 have some understanding of the immediate past in their parents' and grandparents' time. They showed great interest in toys and artefacts brought by a visitor to their classes, and compared their characteristics with toys and other artefacts today. Pupils successfully sequence pictures of toys, with support, and place them on a 'timeline'. They correctly use historical vocabulary and use observational skills well to sort objects according to their age.

157. During the year, pupils compare homes today with what they were like long ago and how seaside holidays in the past differed from those of today. Pupils in Year 2 are able to explain why we remember famous people such as Florence Nightingale and know what we are remembering when we commemorate Remembrance Day. They have a clear understanding of right and wrong in relation to war and the impact of war on the lives of others, and relate this, in a simple way, to the need to avoid arguments and fighting in their own lives. Pupils confidently write about events in the past, such as the Great Fire of London and understand the origins of Bonfire Night.

158. Pupils continue to make good progress in Key Stage 2 and, by the end of the key stage, have a good understanding of the Ancient Greeks, the Romans, Ancient Egyptians, Tudors, Victorians, the Second World War and some aspects of recent history.

159. During the inspection, pupils in Year 3 showed a good knowledge of key features of the city states of Ancient Greece and of what life was like in Athens. They extended their knowledge to an understanding of life in Sparta, as they applied their literacy skills to imagine that they were a seven year old who had to leave home to join the Spartan army. Pupils expressed feelings of sadness, fear, loneliness, homesickness and, in a few cases, excitement, involvement and dedication to the cause. Most pupils put considerable intellectual, creative and imaginative effort into their work.

160. Pupils in Year 4 have a developing knowledge of invaders and settlers and the reasons for invasions taking place. They know that Boudicca was a tribal leader and used portraits of her from a variety of sources to get ideas about the sort of person that she might have been. They read descriptions of her written by Tacitus and Dio Cassius and discovered that while Tacitus has some sympathy for her and puts her rage in the context of how the Romans treated her, they both present her as a terrifying opponent.

161. Pupils generally draw reasonable inferences from historical evidence and record their answers systematically. Although no lessons were seen in Year 5, pupils' work shows that they have a good understanding of what life was like in Victorian times. In a lesson observed in Year 6, pupils revealed a good knowledge of the key features of daily life in Victorian times, for example, the roles of the head of the household and of a housewife. These pupils successfully used data from the 1881 census and their mathematical skills to produce a graph of the ages of people living within certain areas of Westbury Park area. With help, they drew inferences from the data, for instance that the large number of 22-40 year old people might indicate young families.

162. Pupils' attitudes to history are very good. They show interest, involvement, application and enjoyment and are attentive, responding with interest to questions and discussions. Pupils are highly motivated and work well collaboratively and independently. The very good relationships and good behaviour evident in all classes provide a secure basis for effective learning. Pupils are particularly interested in artefacts from the past and treat these carefully when handling them.

163. Overall, the quality of teaching is good. It was good in three of the four lessons observed in Key Stage 2.

164. Teachers' knowledge and understanding is good. They teach historical skills well and use methods that enable pupils to learn effectively, with the result that pupils' acquisition of knowledge,

skills and understanding is good. Teachers' planning and expectations are good. The management of pupils is good and, together with the good use of time, support staff and resources, leads to good learning. Teachers engage pupils' interest, with the result that pupils are prepared to apply intellectual and creative effort to their work. The quality and use of ongoing assessment is satisfactory. Pupils' knowledge of their own learning is good; they are made aware of what they can do and how well they are doing; evaluative marking helps them to know how they can improve. Most pupils make good gains in learning, including pupils identified by the school as having English as an additional language; teachers are aware of their vocabulary needs and make provision for them to learn within a group of pupils with similar standards.

165. Improvements have been made to the curriculum since the previous inspection. The step-by-step development of pupils' skills, knowledge and understanding is now more secure because the school has adopted guidance from the national Qualifications and Curriculum Authority as the basis for its planning. Resources are adequate and are easily accessible.

166. There is no specific provision for pupils whom the school has identified as having English as an additional language, because they are literate and articulate pupils. The curriculum is enriched by visits to places of historical interest. Year 6 visited the Bayeux Tapestry, Omaha Beach, war graves and battle sites during their residential visit to Normandy. Year 5 pupils visited the Bath Industrial Heritage Museum and learned how fizzy drinks were made in Victorian times. They learned that marbles were placed in bottle tops, to prevent them from leaking, and enjoyed a drink of 'traditional' ginger beer. They also learned how envelopes were sealed with wax and that magnets were used to get iron splinters out of workmen's eyes. Visits are arranged for other year groups, as appropriate. In Key Stage 1, the curriculum is enriched through visitors who talk about changes in the local area and life in former times.

167. The leadership of the co-ordinator is good and provides clear educational direction. She provides good support for staff. Her enthusiastic approach is supported by an equally enthusiastic staff. The school's aims and values are reflected in the work in history. Attainment has risen, as standards of teaching have improved. The priorities for development are appropriate, particularly with regard to the emphasis on historical skills and the increased use of information technology. The monitoring of teachers' planning and pupils' work is good but, as yet, the co-ordinator has not had the opportunity to observe teaching and learning throughout the school. The match of teaching and support staff to the demands of the curriculum is good. The adequacy of accommodation and resources is satisfactory. There is a shared commitment to further improvement in the subject and a good capacity to succeed.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

168. A number of whole-class lessons at each key stage, in the school's new ICT Suite, were observed during the inspection. In addition, a small number of classroom lessons were observed where pupils were working at the computer. On display around the school there were samples of on-screen work and print-outs of work produced on the computers, and these were also scrutinised. They provided sufficient evidence to indicate that attainment in ICT, although clearly

above average in some areas of learning, for example in word-processing skills and modelling, is satisfactory overall at the end of both key stages. This is because,

although there are advanced plans to remedy this during the current school year, pupils in both key stages have, to date, had limited opportunities to develop their skills and knowledge to the same level in the area of control and measurement. Pupils in both key stages make satisfactory progress overall in the subject as they move through the school. Pupils with special educational needs are supported appropriately in ICT lessons.

169. In Key Stage 1, Year 1 pupils are able, with help, to 'log on' to the computers, using their 'username' and password. They demonstrate good skills in using a mouse, independently accessing menus and finding and opening a word-processing program. Their keyboard skills and basic editing skills, using the 'shift' key for upper case letters, for example, are above expectations for their age. In Year 2, pupils are further developing their skills in using a mouse, knowing how to delete text when word processing and selecting and confidently using such graphics program tools as pencil, fill, eraser, text and shape. They are developing ideas and making things happen, trying things out and exploring the results, and most are working above expectations for their age in word-processing and in their skill in using a mouse.

170. In Key Stage 2, Year 3 pupils are similarly working above expectations for their age in word-processing skills. They draft, insert, delete, save, change font type, size and style, and, with help, combine text and graphics. In writing a book review, they use information technology as part of a literacy lesson, adapting the characteristics of different forms of writing, using their reading as a basis. Year 4 pupils demonstrate above average graphic and manipulative skills. They are learning that pictures can be assembled by the use of repeating elements, using the 'copy' and 'move' tools and use these skills confidently to create patterns for Christmas wrapping paper. In Year 5, in a link to a science investigation, pupils use a spreadsheet program to convert data into a line graph showing pulse rates after exercise. They are using information technology to present information in a variety of forms, demonstrating an understanding of the need for quality information. Year 6 pupils are using a spreadsheet for modelling; for instance by working out solutions to 'Farmer Giles' sheep pen problem', they learn to reverse the formulae used. They are beginning to make accurate predictions and are developing an awareness of variables in spreadsheet models. They are using models to explore patterns and relationships and to answer 'What if?' questions.

171. The quality of teaching is good in both key stages. In Key Stage 1, two lessons were observed. One lesson was good and the other was satisfactory. In Key Stage 2, seven lessons were observed. Three of these were very good, three were good and the other was satisfactory. Where teaching is very good, teachers demonstrate very good subject knowledge and are clearly confident and enthusiastic about the subject. They use and expect pupils to use subject-vocabulary and have appropriately high expectations of pupils' work and behaviour. Their lessons are well planned, following nationally recommended guidance as the basis of the scheme of work for the subject, and lessons move along at a very good pace, which ensures good progress.

172. Pupils' response to working at the computers, good overall at both key stages, ranged from satisfactory to good at Key Stage 1 and from satisfactory to very good at Key Stage 2. Where it was very good, pupils responded very well to the very good quality resources, the opportunity to develop their skills, and the high expectations of their teachers. Where pupils' response was only satisfactory, this was because, although pupils were keen to get on with their work, the limited support available in the lessons made it very difficult for the teacher to respond to several pupils'

problems within an appropriately short time. As a consequence, there was some chatter and a high noise level as pupils waited for assistance. The quality of learning in lessons observed was good overall in Key Stage 1 and very good overall in Key Stage 2. Where the quality of learning is very good, pupils are very well motivated and work together very well, taking turns, and working independently and confidently without the need for constant intervention by the teacher.

173. The joint co-ordinators for the subject are well qualified and enthusiastic, and together they provide good leadership for the subject. The government-recommended scheme of work for the subject has been adopted throughout the school. A few months prior to the inspection, the school's ICT resources were improved significantly and the school now has an excellent resource in its well-equipped ICT Suite. The suite allows regular, timetabled, full-class lessons with a ratio of pupils to computers of, at most, 2:1. These excellent new resources and the opportunities they provide for regular 'hands on' experience for every pupil have had a positive impact on the confidence of pupils and teachers alike. They are already beginning to have a significant effect on pupils' attainment as they move through the school. However, as noted, additional classroom support for teachers during whole-class lessons is not always sufficient to allow them to respond effectively or promptly to all the requests for assistance. The suite's position in the top floor of a converted house means that it would be inaccessible to any pupils with mobility problems.

MODERN FOREIGN LANGUAGES – French

174. French is taught once a week to all pupils in Years 5 and 6. While the study of a modern foreign language is not a requirement for pupils at Key Stage 2, it considerably enhances pupils' social and cultural awareness. Attainment at the end of Key Stage 2 is above what is expected nationally, and pupils in both classes make good progress over time. The standards achieved by pupils are better than those reported following the previous inspection.

175. Owing to the way in which the timetable is arranged, only two lessons were observed during the course of the inspection, one in Year 5 and one in Year 6. Judgements are based on the evidence from these lessons, from the scrutiny of pupils' written work in Year 6, and from discussion with the specialist teacher.

176. The quality of teaching is very good and pupils make very good progress within these lessons. However, progress over time slows because pupils are not able to benefit from more frequent practice, and consequently some tend to forget, between sessions, some of what they have learned. Pupils with special educational needs and those for whom English is an additional language, are fully integrated into lessons and learn at the same pace as their classmates. The largely oral nature of the work means that pupils experiencing difficulties in reading and writing English generally function at the same level as others in lessons, and this helps to raise their self-esteem.

177. The teacher skilfully ensures that all pupils are involved and, because of her encouragement, pupils confidently answer without embarrassment. The teacher has very good subject knowledge and high degree of competence in teaching essential skills such as accurate pronunciation and the correct gender of nouns. Pupils copy the teacher's accent well and begin to produce simple, well-constructed sentences. Lessons are well structured and carefully build on what has been learned

previously. For example, the Year 6 lesson added to pupils' vocabulary of common ailments by introducing remedies such as '*J'ai mal au dos. / Prends de l'aspirine!*' (I've got backache. / Take some aspirin!) Teaching resources, such as picture cards, are well prepared and are readily at hand, so no time is wasted. The variety of different activities provided in lessons ensures that the pace of learning never flags and helps to sustain high levels of pupils' interest. Homework is well used in Year 6 and, in the lesson observed, provided an opportunity for pupils to develop skills in writing French. This written work is generally spelt properly and is grammatically correct.

178. The subject is well led. The curriculum, devised by the specialist teacher, is good. It focuses strongly on practical day-to-day experiences such as counting, and develops essential vocabulary such as the names of the days of the week. Towards the end of Year 6, work is closely geared towards helping pupils to get the most benefit from the annual residential visit to France. This visit considerably enriches the curriculum and adds extra purpose to pupils' learning.

MUSIC

179. Pupils' attainment at both key stages is above expectations for their age, and progress is good. Pupils with special educational needs make satisfactory progress. This represents an improvement since the previous inspection, when standards were reported as in line with national expectations and progress was satisfactory. For many pupils who take part in musical activities offered as extra-curricular activities, as well as those who receive peripatetic music lessons, attainment levels are well above national expectations.

180. At Key Stage 1, pupils understand the musical importance of contrasts, such as 'loud', 'soft', 'long' and 'short'. Young pupils are beginning to understand how to make sounds of different duration on pitched and unpitched percussion instruments. They sing songs clearly and in tune. At Key Stage 2, pupils sing songs in the round, such as the song 'Shalom' sung in Hebrew. During this lesson where this was observed, good use was made of the computer to produce a backing track to 'Shalom'. As they progress through the school, pupils improve their skills in performance with an increasing range of musical instruments. They listen to music in the classrooms and at the beginning and end of assemblies, frequently from other cultures.

181. The overall quality of teaching is good. Four lessons were observed, two at each Key Stage. At Key Stage 1, one lesson was good and the other was satisfactory. At Key Stage 2, one lesson was very good and the other was satisfactory. Throughout the school, lessons are well planned and include interesting activities that capture the pupils' interest. There are some very experienced music teachers in the school, and their knowledge and understanding of the subject is very good. A music specialist teacher from Cotham Secondary School, to which most pupils will transfer, teaches the Year 6 classes because Westbury Park School is a partner primary school. Teachers build successfully on pupils' previous experiences, thus extending pupils' learning. Where the teaching is good, teachers have a secure knowledge of what motivates pupils in this subject. This high level of subject knowledge, together with the use of good strategies to engage pupils in music, ensures good progress by all pupils.

182. Good learning occurs when pupils collaborate in sharing instruments. They understand the need for instruments to be shared so that everyone may have a turn. Pupils increase their learning when experimenting in making long and short sounds, first on wooden and then on metallic instruments. In the lesson where this was observed, the teacher led the pupils to realise that the sounds made by the metallic instruments, such as the triangle, mostly made longer sounds than those made by the wooden ones. Pupils' attitudes to music are good; they listen in silence when appropriate, and appreciate the music from other cultures. Pupils have opportunities of experiencing performing, composing, listening and appraising in music lessons.

183. There is a well-qualified and enthusiastic co-ordinator. She is occasionally released from her teaching duties to talk to teachers and give demonstration lessons. There is a clear scheme of work, which ensures that pupils' skills, knowledge and understanding develop progressively, and class teachers carefully assess pupils' attainment against National Curriculum levels. Annual reports to parents record pupils' progress. Reports from peripatetic teachers are also sent to parents whose children receive instrumental tuition. Lessons for these pupils generally take place at the same time each week and therefore result in these pupils missing the same lessons or parts of lessons.

184. Resources are adequate but storage is a problem. Music forms a significant part of the school's performance in the annual Westbury Park Festival, and pupils skilled in performing gain significantly from the opportunity to perform as members of the school orchestra, started fifteen years ago by the music co-ordinator. The school is very well placed for further improvement.

PHYSICAL EDUCATION

185. The progress pupils make throughout the school is satisfactory, and the standards they attain by the end of each key stage match those expected for their respective ages. These judgements are the same as those of the previous inspection.

186. In gymnastics, Year 1 pupils balance safely on a range of different parts of the body, such as feet, toes or shoulders, and move around the hall in a suitable variety of ways and with good control. Year 2 pupils use space soundly. They hold their own weight safely on their hands and balance securely on a given number of 'points and patches'. However, very few improve the appearance of their balances by extending their toes and fingers. In Year 4, pupils experiment satisfactorily to produce a suitable variety of balances, including shoulder balances. In one class, they devise and perform their own warm-up sequences involving stretching, and evaluate each other's work in simple terms, which addresses one of the criticisms of the previous inspection report. However, self-evaluation was not seen in all lessons.

187. In games, Year 3 pupils pass and receive balls in a suitable variety of ways, using hands and feet. While their standards of control are satisfactory when throwing and catching, their control with their feet is less secure. When practising rugby skills on the hard play area, pupils in Year 5 pass accurately but a minority of pupils do not catch the ball securely. They run and dodge safely and show reasonable balance when doing so. They co-operate well in

small teams and obey the rules of the game closely. Year 6 pupils show reasonable proficiency in passing and receiving during hockey practice, and a few pupils show good body position and stick control when dribbling the ball. However, pupils do not use space well enough in small games situations.

188. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2, where teachers' knowledge and understanding of the subject is better overall. This better subject knowledge enables them to teach the basic skills associated with games and gymnastics in a more sharply focused way than their colleagues in Key Stage 1.

189. Two lessons were observed at Key Stage 1, one of which was good and the other satisfactory. At Key Stage 2, five lessons were observed. One was excellent, two were good and two were satisfactory.

190. Throughout the school, teachers' planning is effective and provides a sound agenda for each lesson; this has improved since the previous inspection. What pupils are to learn is clearly identified, and lessons are logically structured. Teachers' expectations of pupils' attitudes, behaviour and attention are high, and pupils respond accordingly, concentrating well on the tasks they are given. Where the teaching is of good quality, pupils respond well to the specific teaching and try hard to improve the standard of their work.

191. When the teaching is of outstanding quality, as in a gymnastics lesson in Year 4, it is because the teacher's subject knowledge is very high, she has very high expectations of all pupils, and the lesson moves at a very good pace. As a result, pupils are totally engaged for a very high proportion of the time. In addition, the teacher provides specific coaching that offers very high levels of challenge for every individual and ensures that they improve their standards at a swift rate.

192. Because teachers plan together in year groups, good attention is given to a planned parity of experience for pupils in parallel classes. However, in the games aspect of the subject, parity between parallel classes cannot be assured because there is no guaranteed opportunity for pupils to use the hall if the weather is inclement, or the hard play area is too slippery to be used safely. As a result, as in Year 5 during the inspection, it is possible that one class will enjoy the planned activity while the other will not. To help to overcome some of the effects of this disparity, teachers routinely plan alternative, wet weather lessons that are delivered in the classroom and focus on team building and the effects of exercise on the body. This inequality of access to the curriculum is a matter of considerable concern for the school, the governors and the inspection team. In addition, pupils do not enjoy equal access and opportunity in this subject because too many miss lessons regularly each week to attend music lessons. This is unsatisfactory.

193. Pupils' rates of progress are hampered by the poor accommodation; no improvement has been possible since the last inspection. As mentioned before, the hard play area is inadequate for games and athletics, especially for the older and more able pupils, and particularly for striking games, such as cricket, tennis or rounders. This is because the space available limits both the area for striking the ball and the extent to which fielding skills can be developed. In addition, the hard surface is slippery on damp days, which limits not only games but also the range of athletic opportunities that can be offered. The school makes good efforts to overcome these deficiencies,

but the grass play area used is a public one on which animals are exercised; health and safety, therefore, cannot be assured. Whole school timetabling arrangements mean that the hall is not used efficiently enough during the mornings, when prime attention is given on the timetables of many classes to literacy and numeracy lessons. As a result of this arrangement, when outside games have to be cancelled because of poor weather, the hall is often already being used for gymnastics or dance lessons by another class. The hall itself is not large enough for a full class of the oldest and largest pupils to extend their gymnastics or dance skills in safety.

194. The co-ordinators lead and manage the subject well. They are well aware of the deficiencies of the accommodation and of the areas for development still needed, although neither is able routinely to monitor or evaluate standards and provision in the subject; there has been no improvement in this aspect since the last inspection. Schemes of work for games, dance and gymnastics have recently been amended with the introduction of commercially available guidance. Full coverage of the required curriculum is assured, as is the logical development of pupils' skills, knowledge and understanding; this is an improvement since the last inspection.

195. In the past, swimming lessons have taken place for small groups of pupils at a time in the hydrotherapy pool of a local special school. The school now has firm plans to use a local deep-water pool, with effect from January 2001, to extend pupils' experience and to fulfil the requirements of the National Curriculum. A small range of extra-curricular clubs is available to Year 6 pupils in soccer, netball and dance; between a quarter and a third of eligible pupils attend each of these clubs. In addition, parents arrange a 'junior sports club', which usefully offers a suitable range of activities extra to the school's provision. Resources for the games aspect of the subject are good in number and condition, but for athletics and dance some further development is needed.

RELIGIOUS EDUCATION

196. Religious education is taught in accordance with the locally Agreed Syllabus. Attainment at the end of both key stages is well above the standards expected by the syllabus. This represents a significant improvement since the last inspection, when attainment at both key stages was satisfactory. Pupils, overall, including those identified by the school as having English as an additional language, make very good progress. However, pupils with special educational needs only make satisfactory progress. This is because some individual education plans are not always precise enough to enable teachers to plan for pupils' specific needs in literacy. During the inspection, two lessons were observed in Key Stage 1 and five lessons in Key Stage 2. Judgements are based on these lessons, a scrutiny of work, teachers' long-term and medium-term planning, the scheme of work, current displays, photographs, and discussion with the co-ordinator.

197. By the end of Key Stage 1, pupils have a developing understanding of the beliefs and practices of Christianity, Judaism, Sikhism and Islam. They look at how clothes may reveal people's beliefs and have some knowledge of special places, both personal and religious. They show reverence and thought when reflecting on the rhythms, patterns and cycles of the natural world and on their experiences of light and its religious symbolism in festivals, such as Hannukah and Divali. Pupils know some of the stories that Jesus told and why he is important to Christians today. They are aware of the importance of the sharing of food in Christianity and Islam, and the symbolism

of water in Christian and Sikh practices. In a very effective lesson observed in Year 1, the teacher and a Sikh parent worked in partnership to help pupils to consolidate their understanding of symbols. In an equally good lesson in Year 2, pupils gained an understanding of why light is a focal element in the Jewish festival of Hannukah.

198. Pupils continue to make very good progress, overall, in Key Stage 2. Pupils in Year 3 empathise with those who feel that they are forgotten and have little to be thankful for. They learn how Handel, at a time of great despondency in his life, was given the opportunity to compose music for a manuscript and how he wrote the Messiah and felt renewed and fulfilled. They were impressed with the words attributed to him, 'The gates of heaven have opened. I have seen God.' Pupils then talked about times when music makes them feel good and reflected on what makes them feel better when they feel a little sad. Pupils in Year 4 identified qualities that we admire in other people, such as Florence Nightingale, Mother Theresa, Gladys Aylward, Albert Schweitzer and Elizabeth Fry, about whom they have some knowledge. They know how these people put their faith into action, often sacrificing much in the process, and relate the concept of self-sacrifice to their own lives. Pupils in Year 5 increase their understanding of the concept of freedom. They know that the Jewish people celebrate their return to freedom long ago, through giving cards and presents at Hannukah and celebrating with light the return of the Temple to God. As their teacher lit the menorah candles, pupils reflected on what freedom means to them. One pupil, seated in 'the hot seat', answered questions from others from the point of view of a Jew at the time that the Jews regained their freedom. Questions such as, 'How did you feel when Alexander the Great died?' received the reply, 'I felt very sad because the new king did not want us to practise our religion'. Pupils in Year 6 increase their understanding of the meaning of faith to a believer, in relation to the story of Noah. They are able to define where hope comes from in desperate situations, and develop an understanding of what it might mean to follow your conscience or do something that you believe in, in a difficult situation. These pupils successfully consider situations in their own lives where it might prove difficult to stand up for what they know is right.

199. Pupils' attitudes to religious education are very good. They show interest and involvement in their work. They are attentive and respond with thought to questions and discussions. They respect the values, attitudes and beliefs of others. They are highly motivated and work well both collaboratively and independently. Their relationships with the teacher and their peers are very good, and this, together with their good behaviour, promotes learning. They show independence and initiative in seeking answers to questions that they want to answer. The very good ethos for learning enables them to feel confident in expressing their views and feelings and in seeking further clarification and understanding. They know that their contribution will be accepted in the spirit in which it is offered, and will be understood. They show initiative and a developing sense of responsibility as they reflect on their own beliefs and values.

200. Teaching is very good, overall, at both key stages. This represents a significant improvement since the last inspection when it was sound overall. At Key Stage 1 it was very good in both lessons observed, while at Key Stage 2 it was very good in three of the lessons, good in one lesson and satisfactory in one lesson.

201. Teachers' knowledge and understanding is very good, leading to very good acquisition of knowledge, understanding and skills on the part of pupils. Teachers explore the basic beliefs of the major world religions well and encourage pupils to apply intellectual effort to their work. Teachers' planning and expectations of effort and presentation are very good. Their management of pupils is very good and, together with the very good use of time, support staff and resources, leads to very good learning. Teaching methods are very effective and retain pupils' interest and concentration. The quality and use of ongoing assessment is good. Two assessments are made after each unit of work is completed; one is implicit and one is explicit. This represents a very good improvement since the last inspection, when assessment, recording and monitoring were poorly developed. Pupils' knowledge of their own learning is good at Key Stage 1 and very good at Key Stage 2. They know what they can do, how well they are doing and how they can improve. Most pupils make good gains in learning, including pupils identified by the school as having English as an additional language; teachers are aware of their vocabulary needs and make provision for them to learn within a group of pupils with similar standards.

202. The appropriate statutory curriculum is in place, based on the Bristol locally Agreed Syllabus 'Being and Believing', which provides very good guidance for teachers. The curriculum is broad, balanced and relevant. It is broadly Christian but pays due attention to Judaism, Hinduism, Sikhism, Buddhism and Islam. Resources to support teaching are used well. There is generally equality of access and opportunity for all pupils. The curriculum is enriched by visits to the local Anglican and Methodist churches. Photographs show that pupils from Key Stage 1 were enthralled as the Methodist minister enacted a baptism in the church. Parents and leaders from different faith communities have visited the school to speak on various subjects, such as Passover, Sikhism, Divali, and Islam. Very good quality portfolios and 'floorbooks' have been developed in Key Stage 1. They express the special thoughts of pupils in the Reception Class, such as 'I feel happy when I go to the beach' and 'I feel sad when I make Mummy cross.' Pupils in Key Stage 1 express their thoughts on light and how it makes them feel, for example 'When I see stars, I think of wishing stars' and 'Torches make me feel safe inside.' Photographs show pupils celebrating Divali, having made divas⁴ to remember the safe return of Rama and Sita and the defeat of Ravana. Literacy skills are used effectively in religious education. Religious education lessons make a significant contribution to pupils' spiritual, moral, social and cultural development. In particular, there are opportunities for reflection and for discussions on caring and sharing, and right and wrong. Visits to local churches and the study of all the major religions help to prepare pupils for life in a multicultural society. Pupils are encouraged to relate the content of each lesson to their everyday lives and the lives of others.

⁴ Clay lamps.

203. As a result of the very effective leadership of the enthusiastic co-ordinator, and the improvement in teaching, standards in religious education and teachers' confidence in teaching it are much improved. Leadership provides clear educational direction and provides strong support for staff. The priorities for development are appropriate, particularly with regard to highlighting assessment opportunities and using information technology to support learning. The monitoring of teachers' planning and pupils' work is good but, as yet, the co-ordinator has not had the opportunity to observe teaching and learning throughout the school. The match of teaching and support staff to the demands of the curriculum is good. The adequacy of accommodation and resources is satisfactory. There is a shared commitment to further improvement in the subject.