

INSPECTION REPORT

YATTON VC INFANT SCHOOL

Yatton

LEA area: North Somerset

Unique reference number: 109222

Headteacher: Mrs H Watts

Reporting inspector: Mrs R J Andrew
21460

Dates of inspection: 21st – 24th January 2002

Inspection number: 225677

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary controlled
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
School address:	High Street Yatton North Somerset
Postcode:	BS49 4HJ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr David Lumkin
Date of previous inspection:	March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Rachael Andrew 21460	Registered inspector	Mathematics Foundation Stage curriculum Art and design Design and technology Physical education Equal opportunities	What sort of school is it? How high are standards? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Geraldine Osment 9646	Lay inspector		How high are standards? Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Michael Wehrmeyer 15015	Team inspector	English Information and communication technology	How good are the curricular and other opportunities offered to pupils?
Catherine Gordon – Smith 18598	Team inspector	Geography History	
Richard Eaton 4430	Team Inspector	Science Music Religious education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Yatton VC Infant School is a voluntary controlled school for boys and girls aged four to seven. It has a small trust from an originally Quaker bequest. The school is of average size. There are currently 245 pupils on roll. The school draws its pupils from Yatton, originally a farming community but greatly extended by large-scale housing developments in the 1970s and 80s. There is now a mixture of privately owned, council and housing association properties. A few pupils are drawn from the surrounding rural area. The pupils' backgrounds are generally favourable and only seven per cent are eligible for free school meals. This is below the national average but there are a few pockets of deprivation. Almost all the pupils are white and only one has English as an additional language (not at an early stage). There are 39 pupils (16 per cent of the total) on the register of special educational needs including two with statements of specific need. This is below average. The attainment of pupils on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

The school provides a good standard of education for its pupils. Effective teaching and learning enable pupils to achieve high standards. Leadership and management are good. The headteacher, staff and governors have established a strong sense of teamwork and a commitment to raise standards that is proving successful. The school provides good value for money.

What the school does well

- The headteacher and senior staff lead the school well. There is a strong sense of teamwork and a school-wide commitment to continuing improvement.
- The provision and quality of teaching at the Foundation Stage in the reception classes give children a very good start.
- The quality of teaching is good and particularly so in reading, number work, music and science, enabling pupils to achieve well and reach high standards.
- The way the school provides for pupils' spiritual, moral and social development leads to very good behaviour and attitudes to work, constructive relationships and a concern for others.
- The very good support the school provides for pupils with special educational needs results in very good progress.
- The school takes good care of its pupils; staff know them well and provide effective support for individual needs.
- Parents and the community contribute well to the school financially and in terms of interest in and support for pupils' learning.

What could be improved

- The standards achieved in information and communication technology, although improved since the last inspection, are below average and computers are not used well enough to support the work in other subjects.
- Pupils, especially boys and higher attaining pupils, need more help with ideas and inspiration for writing and better opportunities to use their writing skills.
- There are too few occasions when pupils are encouraged to solve problems, to organise their thoughts and ideas and to make decisions about ways of working and recording what they have done.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 2000. In the short space of time since then, there have been significant improvements in standards as a result of better teaching and learning. Pupils' attitudes and behaviour have improved further because the work is more challenging. There have been substantial improvements in the way the school monitors and evaluates its work and a determination amongst the staff to continue to improve. The rate of improvement on the key issues identified at the time of the last inspection is good overall. Pupils' achievements, especially those of higher attaining pupils, are much better and results of tests and teachers' assessments now compare favourably with other similar schools in reading, mathematics and science. The achievements of higher attaining pupils in writing, although improved, are not yet good enough. Curriculum planning has been improved. The school now meets statutory requirements for the provision of information and

communication technology although standards remain below average. The school is no longer considered to be underachieving.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
Reading	C	B	A	B	well above average A above average B average C below average D well below average E
Writing	D	C	C	D	
Mathematics	C	A	A	B	

The table above indicates that by the end of Year 2, standards in reading and mathematics are well above average and compare favourably with other similar schools. Inspection judgements confirm this. Good teaching ensures that pupils of all ability make the progress of which they are capable. Pupils' calculating and data handling skills are particularly good. Standards in writing are average but pupils do not do as well as those in other similar schools. Inspection findings show that lower attaining pupils do well in writing but boys and higher attaining pupils could do better. This is confirmed by the school's own tracking of progress. Inspection judgements and school assessments agree that standards in science are high. Pupils reach the standards expected in religious education. In information and communication technology, standards are still below average, although better than at the time of the last inspection. Pupils sing very well and standards in music in general are better than those expected of seven year olds. In all other subjects, pupils reach standards that are similar to those expected of pupils of the same age. Children at the Foundation Stage (in the reception classes) enter the school with average achievements. They make very good progress, particularly in social skills, language, literacy and mathematics. Most of them are on course to achieve the early learning goals for their age by the end of the year and many will exceed them. The standards pupils achieve by the end of Year 2 have improved since the last inspection. Higher attaining pupils in particular do better. The overall trend in test results is better than that of most other schools. The school has set challenging but realistic targets for the end of the current year in reading, writing and mathematics. Targets are based on teachers' knowledge of pupils in Year 2 and anticipated further improvements in teaching and learning. Pupils are likely to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils take a keen interest in lessons and concentrate on their work.
Behaviour, in and out of classrooms	Very good. Pupils respond well to the school's system of sanctions and rewards and teachers' high expectations. They behave very well in whole-class sessions and when working individually or in groups. They move about the school sensibly and play together agreeably.
Personal development and relationships	Good. Teachers set a good example. As a result, pupils show respect for all the adults who work in school, listen carefully to other pupils and value their ideas.
Attendance	Good. Attendance is above the national average.

Pupils carry out classroom tasks efficiently but have too few opportunities to take responsibility for aspects of their work.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Very good	Good

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

The teaching of reading, writing and mathematics is good and often very good. Basic skills of literacy and numeracy are taught well and pupils have plenty of opportunities to put them into practice. Writing skills (handwriting, spelling and punctuation) are taught well. Pupils do not have enough help in developing ideas for writing, however, and there are too few opportunities for them to use their skills to record their work in other subjects. Science is taught well, and pupils' understanding and skills of observation and comparison develop strongly. This is also true of music, where good teaching leads to high standards, particularly in singing. Very good teaching in the reception classes ensures that children get a flying start to school. Pupils with special educational needs are taught well and receive very good support that enables them to achieve well. Teachers' knowledge, explanations and their questioning, organisational and pupil management skills are strengths. These ensure that learning proceeds at a good pace and pupils' understanding develops well. They ensure that they challenge higher attaining pupils and provide work at the right level for different groups within the class. This is generally effective although there is room for improvement in this aspect of the teaching of writing. Teachers do not provide enough opportunities for pupils to use computers to develop their skills and to support the work in other subjects. Teaching in other subjects is satisfactory overall and often good. There are too few opportunities, however, for pupils to solve problems, organise their own work and make decisions about how to record it.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and interesting curriculum. Planning is good and ensures that the work builds logically. There are too few opportunities for pupils to use literacy, numeracy and computers to support the work in most other subjects. The Foundation Stage curriculum is very effective in developing the learning opportunities for reception-age children.
Provision for pupils with special educational needs	Very good. The school meets pupils' individual needs well and they receive very good support from learning support assistants in English, mathematics and social skills.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Teachers make valuable opportunities in lessons and in assemblies for pupils to consider important issues and to reflect on their learning and actions. Pupils are taught about the need for rules and the importance of respect for others and for the environment. History, geography, music and art broaden pupils' cultural horizons. Social development is very good.
How well the school cares for its pupils	Very good. The school takes very effective steps to ensure pupils' welfare, health and safety. Teachers know individual pupils very well. The school has high expectations of behaviour and attendance and keeps a careful check on these and pupils' progress.

The school enjoys good support from parents. They provide effective help in lessons, with pupils' work at home and in purchasing resources that benefit learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Leadership, management and day-to-day organisation are good. There is a shared and effective commitment to raising standards. Many co-ordinators have been influential in raising standards but others have had no opportunity to monitor teaching in their subjects and this is limiting their influence.
How well the governors fulfil their responsibilities	Good. The governors fulfil their responsibilities well. They have a good understanding of the strengths of the school and where weaknesses lie, and sufficient expertise to bring about improvements.
The school's evaluation of its performance	Good. The school analyses and uses a wide range of information to check how well it is doing. All staff and governors are involved in this process. They review the success of initiatives and agree priorities for the future.
The strategic use of resources	Very good. Financial resources are used very well to support identified priorities and specific grants are used effectively for the purpose intended. The school applies the principles of best value extensively when making spending decisions.

The accommodation is very good and has contributed strongly to improvements in teaching and learning. Resources are good. Teaching staff are just sufficient in number and have the necessary experience and expertise to teach all areas of the curriculum adequately. There are too few learning support assistants, especially given the large number of four year olds in the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and behave well. • The teaching is good and children make good progress. • The school expects children to work hard and helps them to become mature and responsible. • Parents feel comfortable about approaching the school. • The school is well led and managed. 	<ul style="list-style-type: none"> • Some parents would like to see more activities outside lessons but others felt that the school day was long enough for young children and many have interests outside school. • A few parents felt that pupils did not have enough homework but others felt it was inappropriate for children of this age to have more. • A few parents felt they had insufficient information about how their children were getting on.

The inspection team agrees with parents' positive views. Information to parents, especially about the work undertaken and how pupils are getting on, compares favourably with most schools. Appropriate amounts of homework are set regularly. It is unusual for schools to provide after-school clubs for infant pupils. A music club has been introduced as an experiment.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards of attainment in the Foundation Stage are broadly average when pupils first start school. However, most of them are able to speak clearly and can understand simple language. This means that they can benefit fully from the lessons and all the children, including those with special needs, make very good progress. The majority are on track to achieve all the early learning goals by the time they transfer to Year 1 and a considerable number will exceed these.
2. In Years 1 and 2, standards are high in reading and mathematics because basic skills are taught well and teachers provide work at the right level of difficulty for different groups and individual pupils. Pupils learn letter sounds thoroughly and use them to read words that are new to them. At the same time they are building up a bank of words they recognise by sight. Teachers make valuable opportunities to teach higher level skills to pupils in a group who are at a similar level of fluency. For example, they improve pupils' expression through teaching them to use their voices in different ways when they respond to different types of punctuation. They demonstrate well and listen to pupils read individually in the group setting. Learning support assistants and parent helpers provide valuable support for lower attaining pupils in particular by hearing them read more frequently. All pupils have further practice when they read independently on most days. Book resources are good and ensure that pupils have interesting things to read.
3. Calculation skills are also taught thoroughly. Whole-class mental work is undertaken daily as part of the National Numeracy Strategy. This is working well in the school and is enabling pupils to recall answers quickly, to try different methods and consider which is best. Teachers ask questions that are designed to extend pupils' understanding. They ask them to explain their answers and use what they know about numbers below ten to calculate with numbers up to 1000.
4. Standards in science are also high because teachers ensure that learning builds on earlier work. They use subject planning well and teach scientific skills of careful observation and comparison alongside the new factual learning. Teachers use questions well to encourage pupils to make links with work they have done before and with their general knowledge. There are effective links with design and technology and art that extend understanding further.
5. Pupils make good progress in English, mathematics and science. Lower attaining pupils are given good support by teachers and learning support assistants, and higher attaining pupils are provided with challenging work. Teachers' questions and pupils' tasks are pitched at different levels of difficulty so that pupils reach the standards of which they are capable. This is a significant improvement since the last inspection. Talented pupils are given individual work and also receive one-to-one teaching from time to time. In mathematics, for example, this allows them to work at a higher level than most others in the class. The improvement in the achievements of pupils of different abilities is reflected in the favourable comparisons of reading and mathematics results with other similar schools and in standards that have risen more than the upward trend in national results.
6. Standards in writing, although broadly average, are not as good as those achieved by pupils in other similar schools. Test results indicate and inspection evidence confirms that although lower attaining pupils do well, higher attaining pupils could do better. The technical aspects of writing are taught well. Pupils' handwriting, spelling and punctuation are good. The school has had a strong focus on improving the writing of underachieving boys in particular. This is beginning to produce improvements in their ideas for writing, which is where weaknesses lie,

although some boys and girls still needed more help with structuring their writing. Individual pieces show work of better quality but overall improvement will take time to show itself. The school's focus is appropriate but there are lessons when pupils need more time to put their skills into practice over a longer period and allow higher attaining pupils in particular to write at greater length and develop their ideas. Opportunities are also missed to develop pupils' writing in other subjects of the curriculum. There are one or two good examples in history and geography but few of any real quality in other subjects.

7. The school has set challenging but realistic targets for English and mathematics for the end of 2002. These anticipate a further rise. They are based on what the school knows about pupils in the current Year 2 and on continuing improvements in teaching and learning. The school is now able to track individual pupils' progress more closely towards the targets set, on a recently installed computer database. The pupils are on course to achieve the school's targets.
8. Pupils sing very well and standards in music are above those expected of seven year olds. There is a good deal of expertise in the school that contributes strongly to the development of singing skills in particular. Right from the start, singing is a part of many classroom activities and pupils sing confidently and in tune. They quickly learn that singing is an enjoyable activity and show enthusiasm and concentration in music lessons.
9. The expertise of English, mathematics, science and music co-ordinators is an important factor in the high standards achieved in these subjects. They have had opportunities to influence teaching and learning by observing lessons and making recommendations to colleagues about how to improve. They have been able to spread good practice by sharing what individual teachers do well. The music co-ordinator works alongside other teachers to share her expertise. This has been possible because these teachers have had time away from their classes. This has not been possible for other subjects. Other co-ordinators also have much to offer but their influence is limited to advice and checking planning. Standards in other subjects have been maintained at a level where they are similar to those expected of seven year olds.
10. Standards in information and communication technology (ICT) have improved, largely as a result of greatly improved resources and teachers' increasing expertise. They are still below average but moving towards what is achieved in most schools.
11. The school supports pupils with special educational needs well and they make good progress across the curriculum. Their achievements in English, mathematics and science are very good. The emphasis on reading means that their skills develop well and enable them to take a full part in class lessons.

Pupils' attitudes, values and personal development

12. The pupils come to school with very good attitudes and this has been maintained since the inspection of March 2000. All who responded to the pre-inspection questionnaire stated that their children like school. The pupils enjoy coming to school; they settle to set tasks and want to learn. There were many lessons in every year group where this was so. For example in a Year 1 science lesson when the class were discussing materials for different uses, the pupils were very interested and therefore learned well.
13. Pupils with special educational needs have good attitudes. They enjoy their work and take a full part in class activities. The school has a good programme of help for those who find difficulty in behaving and concentrating through lessons. This helps them and all pupils to take maximum advantage from their time in school.
14. Most parents, who responded to the pre-inspection questionnaire, feel that behaviour in the school is good. The inspection team judges behaviour to be very good both in lessons and

around the school and this is an improvement since the last inspection. Very good behaviour is contributing positively to the quality of learning. This was observed in many lessons including a very good Year 1 history lesson. The pupils were spellbound by the teacher's introduction when they were comparing artefacts from the past and the present. However, there are a few lessons, in physical education for example, when pupils could make more effort to strive for quality, rather than simply practising their skills. In these lessons teachers are not demanding enough.

15. The pupils move around the school sensibly and respond readily to the requests of teachers, learning support assistants and lunchtime supervisors. They are very polite and courteous to each other, teachers, other staff and visitors. Pupils are trustworthy and show respect for property, treating the resources they use with care. Play, at both break and lunchtimes, is well supervised and the excellent playground equipment and markings are contributing positively to this. No incidents of bullying or racial abuse were observed during the inspection and there were no exclusions from the school during the year prior to the inspection.
16. The pupils form very good relationships with fellow pupils and adults, built on tolerance for the work, ideas, beliefs and values of others. The staff provide very good examples in the way they conduct themselves. The school is successfully meeting one of its aims: 'encouraging children to respect themselves and other people.' The pupils work well as individuals; this was evident in a very good Year 2 music lesson when the pupils followed the conductor well. Pupils visit the local museum and churches, the Avon Wildlife trust, and the Bristol Imax; they welcome visitors into school including members of the Bristol Old Vic Theatre and authors and poets; they donate Harvest gifts to the Bristol Cyrenians and support fund raising for charity. Pupils enjoy experiments and investigations in mathematics and science lessons but there are too few opportunities provided for them to develop initiative by selecting their own materials for investigations and organising their own work. There are also too few opportunities provided for the pupils to develop personal study skills through the use of computers across the whole curriculum. Given the high levels of maturity and attitude shown, pupils might be granted further responsibilities for their own learning. Overall, the opportunities provided satisfactorily promote the pupils' personal development.
17. School attendance rates are above the national average and this is an improvement since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching and learning is good. In the lessons observed, around three quarters of the teaching was good or better and about one third was very good. Since the last inspection, the school has significantly improved the process of monitoring teaching and learning. This has contributed to better progress for groups of different ability within classes, especially in English and mathematics. In particular there is an increased challenge for higher attaining pupils and this in turn has improved their attitudes and behaviour in lessons.
19. The quality of teaching in the Foundation Stage is very good and on occasions outstanding. Lessons are very well planned with activities based on previous assessments that give teachers a detailed knowledge of the children's abilities.
20. In Years 1 and 2, basic skills are taught well; reading and number skills are developed very well and this forms the basis for good and often very good progress in English and mathematics. Teachers often use the end of the lesson well to check understanding, to sort out any problems and to go over new learning. This enables the next lesson to get off to a good start. Teachers identify which pupils need extra help with new skills and communicate well with learning support assistants to make sure these pupils get the support they need. Learning support assistants are a vital part of the teaching team and make an especially strong contribution to the progress of lower attaining pupils and those with special educational needs. As a result, the achievements of these pupils are good and often very good. Parent

helpers are also used very well and provide valuable help for groups of pupils, for example, teaching food technology skills and supervising cooking. They are clear about what pupils are expected to learn and make good links with other relevant aspects of the curriculum.

21. The teaching of pupils with special educational needs is good. In most lessons teachers differentiate the work well so that these pupils can tackle the tasks at an appropriate level. Teachers make sure that pupils understand new work and what they have to do by questioning them carefully. Pupils experiencing behavioural difficulties are helped to keep on task and to learn at a good rate.
22. The teaching of science is good. Teachers are knowledgeable and make sure that skills and knowledge are taught side by side. For example, teachers explain well what 'materials' means as a scientific word and discuss the origins and characteristics of a well-chosen range. They teach the scientific skills of observation, comparison and prediction and provide opportunities for pupils to gain further insights by putting these into practice when they classify materials themselves. Again, well-chosen questions, often linked to pupils' general knowledge, extend the learning further. For example, teachers ask pupils to explain and give reasons for their answers. Pupils are used to such questions as "How do you know?" and "What would you need to do to find out?" and answer confidently. Their vocabulary is extended well by teachers' good use of words associated with the topic, such as 'reflects', 'absorbs' and 'soaks'.
23. The teaching of religious education, ICT and other subjects is satisfactory and pupils make sound progress. The fact that the quality of these lessons are not as good as English, mathematics, science and music, reflects the fact that these subjects have not yet been monitored as part of the observation of teaching and learning process. An exception to this is music, where individual expertise has been influential and the co-ordinator works alongside other teachers whilst the headteacher takes her class. In music, pupils' achievements are good and in singing they are very good and pupils reach high standards.
24. Teachers inspire pupils in many lessons when they share their knowledge of different subjects and explain new learning. As a result, pupils are keen to learn, concentrate well and work at a good pace. Behaviour in lessons is very good because pupils are managed well. Good organisation and well-chosen resources add to the picture and enable pupils to make rapid progress. This was observed in a science lesson in Year 2, when pupils handled and discussed a wide range of materials before classifying them as man-made or natural. The quality of teachers' questions draws out the best from pupils and ensures that those of different ability are challenged at the right level. It extends pupils' understanding and promotes speaking and listening skills. Teachers make sure that, when they question pupils or ask them to demonstrate something they can do well, they include both boys and girls. They do not always concentrate on volunteers but draw in, sensitively, those who are reticent.
25. Lessons have a clear focus. Teachers make sure pupils know what they are expected to learn and concentrate on achieving it. They use an effective mixture of whole-class teaching, and individual and group work to teach new skills, provide practice in using them and enable pupils of different abilities to work at different rates. Occasionally the individual and group tasks are not pitched at a high enough level and at these times pupils working independently of the teacher consolidate what they already know rather than moving on. On the other hand, pupils working in a group with the teacher make significant progress. There are too few opportunities for pupils to solve problems on their own, to decide how to organise their work and what they will need to help them, and to make decisions about how to record what they have done. Teachers' expectations are not high enough in this respect and pupils are not taught the necessary skills well enough to give them the confidence they need to work in this way. Teachers tend to be over-reliant on work sheets with spaces for answers, as a safe way to ensure that group work runs smoothly.
26. There are many missed opportunities for teachers to use computers to support work in all subjects of the curriculum. The computer suite is new and teachers are not yet making the best use of it to teach skills to large groups. Computers in classrooms often lie idle when

individuals or pairs could be using them to support the work being undertaken, for example for drafting and editing their writing and for practising specific number skills.

27. Teachers make time for pupils to reflect on what they have learnt, to think about important issues and to put themselves in other people's shoes. Very good examples were seen in religious education, geography, science and physical education that contributed to pupils' spiritual, moral, social and cultural development. For example pupils consider what it is like to be short of water, to be a refugee, to live in an occupied land or to fear for their children. They learn to be mindful of other pupils' safety when using potentially dangerous equipment or working on high apparatus. They reflect on the richness and variety of the natural world. Many valuable opportunities are made for pupils to work together and enjoy the fruits of working as part of a group, for example they delight in singing well together after working hard to polish their skills.

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

28. The school provides a rich and stimulating curriculum for its pupils. Described as satisfactory in the previous report, it has improved further, and is now good. The planning systems, which were at an early stage of development in 2000, are now complete. The school has adopted schemes of work, based on national guidelines, which promote pupils' learning progressively, in all subjects. The care in drawing up the long-term planning means that the school gives its pupils a broadly based curriculum that effectively meets the pupils' needs and interests. Provision is made for religious education, and the inclusion of a complete planning scheme for ICT means that the curriculum meets National Curriculum requirements.
29. Time in lessons is used more productively than at the previous inspection. This is partly because the National Strategies for Literacy and Numeracy are successfully embedded in the school's planning, and they are used well. The teachers now include group reading sessions consistently in the day's timetable, outside the literacy hours. This works well because teachers can concentrate on guided writing within the literacy sessions. The school does not plan sufficiently to develop the potential of literacy, numeracy and ICT within all other subjects of the curriculum. Literacy, however, makes a good contribution to pupils' learning in history. The activities that take place during part of some afternoons, planned to develop pupils' independence and intended to compensate for the loss of afternoon break-time, are not sufficiently purposeful. The intention to provide more independence is well founded. Neither the experiences provided nor the outcomes, however, can be considered a good use of time, especially when some subjects have less time allocated to them than in many other schools. Afternoon activities are under review and pupils' views will be considered.
30. Planning for the Foundation Stage is thorough and well balanced. It follows the recommendations of the national guidance for pupils of this age. It provides a comprehensive range of activities and purposeful play that are relevant to children's needs and interests. Provision for these children is very good.
31. The school provides a well-planned programme of personal, social and health education including drugs education. The programme includes good links with partner schools, such as nurseries and the junior school. These enable new pupils to settle quickly into the reception class, and Year 2 pupils to look forward with confidence to starting at their middle schools. The links with curriculum co-ordinators in other schools, and subject support groups, are a valuable resource for the teachers.
32. The school provides much the same amount of extra-curricular activities as other infant schools. The curriculum is considerably enriched by very good links with the local community, establishing the school in many ways at the heart of community life. Many activities are important features on the Yatton social calendar. Examples of these are the Christmas fair,

summer carnival and sponsored walk at Hangstones all organised by the school association and the Christmas lights organised by the parish council. At times of crisis the school is often the first port of call for parents and others. The high profile of the school in the neighbourhood contributes well to pupils' learning.

33. The school is committed to ensuring that all pupils are fully included in all aspects of school life. It ensures that the curriculum and all activities, for example the wide range of trips to places of educational interest, are available to all the pupils. The school aims to provide equal opportunities for all pupils. The strong focus on assessment enables teachers to plan work to match the needs of all pupils.
34. The special educational needs co-ordinator and learning support assistant have devised a good system of working in groups to help pupils. The co-ordinator, in discussion with class teachers, chooses groups carefully and pupils follow a good programme of learning. Through a well-balanced combination of withdrawal and in class support, pupils improve their literacy skills so that they can take a full part in lessons and learn across the full range of subjects. Those who experience difficulty concentrating and behaving take part in a programme that helps them successfully – again through a good combination of withdrawal and in-class support. They too can join in lessons and learn. Pupils have full access to the curriculum; the school meets their needs well. The assessment systems for identifying pupils' needs, initially and as they progress through the school, are good and inform planning well.
35. The school makes good provision for pupils' spiritual, moral and cultural development and very good provision for social development. Since the previous inspection there have been good improvements in spiritual and cultural provision. Social development was judged to be good before and is now very good. This is because the teachers and support staff are more aware of the opportunities for enhancing the pupils' personal development that arise in various ways during the school day and they all have a consistent approach. This is particularly true of social skills, which are very well promoted.
36. Provision for spiritual development is good and is nurtured mainly through the daily act of worship and religious education lessons. The school complies with the requirements for a daily act of collective worship. Themes are well planned. Music and a visual focus help to create a reverential atmosphere. Singing is sometimes used as a vehicle for worship and there is usually a short period of quiet guided reflection. Teachers also use the opportunities that arise in lessons to share appreciation of beauty or express wonder. In religious education lessons, pupils are taught sensitively to understand that other people may hold views or have beliefs different from their own and to respect their feelings.
37. Provision for moral development is good and has been maintained since the previous inspection. The school has a good ethos, high standards and high expectations. Pupils are consistently taught the difference between right and wrong. There is a good, well-understood system of rewards. Pupils are expected to take responsibility for their own behaviour. Any lapses are quickly and firmly dealt with. Provision for social development is very good. The warm and friendly atmosphere in school and the very good examples of courteous behaviour and respect for everyone bring a good response from the pupils. All the adults in school expect good manners and the children respond well. Teachers give the pupils many opportunities to work and play together in pairs and groups. Lunchtime is treated as a social occasion. Pupils share equipment well and help each other in many ways. Outings and visitors to school extend the opportunities for social development. By the time the pupils reach the end of Year 2, the majority behave well in a variety of situations and can greet visitors confidently.
38. Provision for cultural development is now good. The children learn about cultural diversity through the study of world religions and through learning about life in other parts of the world. They contrast what they learn with their own experiences. There are many displays in school of pictures, models, and artefacts to give the children a rich and wide experience. The pupils

also hear a wide variety of music. They learn songs, poems and rhymes from their own heritage and from other cultures. They read and listen to stories from all over the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. As reported at the last inspection, the school takes very effective steps to ensure pupils' welfare, health and safety. There is an effective health and safety policy and the governors take appropriate responsibility for health and safety. There are suitable arrangements in place for first aid and medical support and appropriate records are kept. The pupils are well supervised at break and lunchtimes. The school has good arrangements in place for child protection issues; the headteacher is the named responsible person and has been trained for this role. The school has established provision for pupils' personal and social education. There are opportunities for pupils to discuss relevant issues and aspects of the work are integrated into other subjects of the curriculum.
40. There are very good relationships throughout the school and all staff work hard to maintain them. They know the pupils very well and are able to monitor personal development informally. The general comments that teachers make on the annual reports to parents show that they have good knowledge of the pupils.
41. There are very good procedures in place to monitor and promote good behaviour and eliminate oppressive behaviour. As reported in March 2000, the school places a strong emphasis on good behaviour and monitors it well. All teachers use praise very well as a reward and pupils appreciate that their efforts are noticed. Celebrations of achievement during assemblies are having a positive impact in raising pupils' self-esteem. Most parents, who responded to the pre-inspection questionnaire, feel that the school is helping their children become mature and responsible. The school is successfully meeting one of its aims: 'providing a rich secure learning environment, appropriately matched to the needs of every child.
42. There are good procedures in place for monitoring and improving attendance. The headteacher regularly checks the attendance registers and instances of unexplained absence are quickly followed up. The school receives good support from the Education Welfare Service. Registers are called at the beginning of morning and afternoon sessions and they are taken promptly to ensure lessons start on time.
43. The school has improved its clear and manageable systems for assessing pupils' attainment and recording progress since the previous inspection. The detailed initial testing of children in the Foundation Stage acts as a good baseline from which the school monitors the children's progress through the early learning goals. A good programme of procedures and record keeping in English, mathematics and science, underpins the school's detailed planning for the infant classes. The school's best practice lies in the detailed records for tracking pupils' level of attainment in English, mathematics and science. This guides the accurate targeting of additional support by teachers and support assistants. The assessment procedures also help teachers in each year to know accurately what point pupils have reached so that they can plan suitable starting points for lessons.
44. All the teachers in the reception classes have very good knowledge and understanding of the needs of young children. They assess their work and evaluate the provision constantly. They keep detailed notes and they know their pupils individually very well. There are very good procedures to ensure the health and safety of the children and teachers work very closely with the children's families.
45. Teachers in the reception classes observe children carefully throughout the year and provide well for individual needs. At the beginning of Year 1, the special educational needs co-ordinator and learning support assistant assess those pupils who may have special needs. If they do,

then the school provides well for them, mostly through improving their literacy skills or, for a smaller number, by helping with behaviour and concentration. The provision is well organised and underpinned by full and careful paperwork. Pupils have targets for the small group in which they work for short periods each week. While most of these targets are good some of them are too general and not all have a clear enough indication of how the school will know when those targets have been reached. However, generally the teacher responsible and the learning support assistant who takes the groups have a very good knowledge of the pupils and their needs and achievements. Pupils with more serious needs have individual targets. The school monitors these closely. Two pupils who find good behaviour difficult were observed working with a learning support assistant. They were successfully building better co-operation and communication skills. The school receives good support from external services.

46. The evaluations that teachers make as a result of their lessons feed into this accurate picture of pupils' attainment. The headteacher monitors these records closely to see if individual pupils are moving ahead fast enough. Where cause for concern appears, action is taken at once. Teachers in each year regularly mark particular pieces of work to build up a portfolio of standards in all English, mathematics and science. The use of information about how pupils are getting on is satisfactory overall but does not always influence the provision of sufficiently demanding individual or group work for the brighter pupils.
47. A further improvement since the 2000 inspection is the way the school studies the pupils' answers in the national tests. The staff are able to pinpoint exactly where pupils are going wrong. Teachers then plan extra teaching on those points into next year's work. Appropriate arrangements are made for the statutory National Curriculum tests to be carried out. Regular staff discussions are held to reach agreement on what work at a particular level should look like, so that teachers build up a consistent picture of standards for Yatton School. The school now has an effective marking policy, wisely based on verbal comments to pupils. A useful, and popular, system of adhesive targets stickers makes a quick way for teachers to signal to pupils where they should aim for improvement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. As reported at the last inspection, the school has a good partnership with parents and carers. There was a satisfactory response to the pre-inspection questionnaire and parents' meeting and the majority of parents and carers indicate that they have good views of the school. For example, most parents feel comfortable about approaching the school with questions or problems. However, about one third of parents who responded to the questionnaire do not feel that the school provides an interesting range of activities outside of lessons. The inspection team does not support this view as the school arranges various visitors and visits that enhance the curriculum. It is not usual for schools to provide after-school clubs for infant pupils. A music club is currently being trialled.
49. A significant number of parents who responded to the questionnaire do not feel that they are kept well informed about how their children are getting on. The inspection team does not agree with this view as it judges the quality of information provided for parents about the progress their children are making is good. Annual reports to parents provide good information about what pupils know and can do, and they set specific targets on how pupils can improve their performance. Parents are also invited to formal consultations with their child's teacher and through the 'open door' policy they are welcome to come into school to meet staff at other times. Parents are invited to curriculum meetings, where teaching is explained and they are sent letters every term informing them about the topics their children will be studying.
50. A small number of parents who responded to the questionnaire do not feel their children get the right amount of work to do at home. The inspection team does not support this view as appropriate amounts of homework are set consistently to support the curriculum. The good help that many parents give to their children with homework is a valuable asset to the school.

51. The prospectus is informative and newsletters keep parents up to date with the day-to-day life of the school. The home/school agreement was drawn up in consultation with parents. Many parents regularly help in classrooms and on visits. The parent teacher association organises very successful fund-raising events including the summer carnival, Christmas fair and firework display, and they also produce their own newsletter. The majority of the parents feel that the school works closely with them. These factors show that the school is successfully meeting an aim: 'valuing the support of our parents and encouraging their active involvement in all aspects of their children's education'.
52. The school keeps parents of pupils with special educational needs well informed. For those pupils with statements, parents receive appropriate information.
53. At the Foundation Stage, the school works very closely with the children's families. There is a very good induction procedure that is much appreciated. Parents are made welcome from the outset. They are kept well informed about their children's progress. Parents support the work of the reception classes in many ways, in lessons, by accompanying outings and in their daily help with reading homework.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The school has clear aims for pupils' education and personal growth and has established a curriculum and set of values that enable it to move confidently towards them. Parents and pupils are made aware of these through the school prospectus and through the consistency with which the school adheres to them. The teaching and support staff set a good example to pupils and there is a strong sense of teamwork. As a result, relationships are very good and pupils respond well to clear expectations of work and behaviour. The school is committed to meeting the needs of all its pupils irrespective of background, temperament or ability and ensures that individuals have the opportunity to flourish.
55. There is a keen sense of momentum towards the targets the school has identified for improvement and all staff share a commitment to achieve them. Many of these targets have evolved from issues identified at the last inspection. Others have been set by the school in response to issues it has identified through its own evaluation process. This process is much improved since the last inspection and draws on a wide range of evidence. The observation of lessons by English and mathematics co-ordinators, and by the headteacher as part of the school's performance management process, has identified strengths and areas for individual teachers to improve and those that are common to the school. The analysis of information from tests and teachers' observations of how well pupils are doing also indicates strengths and weaknesses in teaching and learning and variations in standards. It is through this process that the school has found, for example, that boys perform far less well than girls in writing although there is little difference in other subjects. Strategies are now in place to redress this imbalance. The school checks its progress towards the targets it has set and reports how well it is doing to the governing body. Joint decisions are then made about the way forward.
56. The headteacher leads the school well and senior staff provide valuable support in managing whole-school and key stage development. More responsibility has been devolved to subject leaders, particularly of English and mathematics, and they and others have a stronger, positive influence on teaching and learning. This is evident in standards that are rising faster than national standards and compare favourably with other similar schools, except in writing. The Foundation Stage is very well led by a skilled and dedicated co-ordinator. Teachers with responsibility for subjects other than English and mathematics have insufficient time away from their classes to be able to monitor teaching and learning. This in part accounts for the fact that standards in these subjects are not rising as fast. Morale is good and there is a growing confidence that comes through knowing that school-initiated developments are producing results. The school has the collective expertise and experience to continue to improve. Weaknesses relating to leadership and management, identified at the time of the last

inspection, have been eradicated. Day-to-day management is very good and the school functions as an orderly and purposeful community.

57. Although a full-time class teacher with limited time for administrative duties, the special educational needs co-ordinator manages the provision well. She works in close co-operation with learning support assistants, one of whom has a particular responsibility for helping pupils with special needs. The school apportions funds to special educational needs carefully and spends appropriately. Learning support staff are very well used. The work of the learning support assistant who takes the group work is very valuable in helping pupils to gain the literacy or behavioural skills they need in order to make full use of their class lessons.
58. The governing body has strengthened its position and is now well placed to influence school development. It carries out its statutory duties well. Individual governors bring expertise to various committees and their collective knowledge of the school and wisdom accumulated over years stand the school in good stead when difficult decisions need to be made. There is a governor with responsibility for special educational needs and the governing body, although not involved in developing policy, considers and approves policy carefully before it is put into practice.
59. Governors contribute well to school development and budget planning and keep a close eye on spending. Led by the finance committee, they ensure that money is spent on areas identified as priorities and that special funds and grants are spent as intended. The large carry forward into last year's budget has been built up prudently by governors to avoid having to merge two classes when numbers fall next year. The school administrative officer provides detailed financial information and expert support. Governors ensure that the school compares expenditure patterns with other schools nationally and consults local schools when decisions need to be made about expenditure on specific items. It compares the standards it achieves with other similar schools and challenges the school to improve where this is needed. It consults parents at the annual meeting about significant changes, although attendance at these meetings is low and there are no other formal mechanisms for testing opinion. Good use is made of new technology to aid administration.
60. The accommodation is very good. The new building has contributed strongly to morale in the school, more effective teamwork and improving standards. It has excellent facilities for disabled pupils, and resources for all pupils with special educational needs are good. Resources, generally, are good and they are used well to provide a lively curriculum and support pupils' learning, except for computers which are currently underused. There is a good range of subject expertise amongst the staff and an understanding about how young children learn, that contribute to good progress. The classrooms throughout the school are well equipped and made warm and welcoming with stimulating displays. Resources are of good quality, well chosen and well managed. Learning support staff are deployed well and are very effective in helping lower attaining pupils and those with special educational needs to achieve very well. Whilst the number of teachers is adequate to meet the needs of the curriculum, the number of support staff is inadequate for the needs of very young children and big classes. Parent helpers are currently plugging the gaps very effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to improve standards where they are not high enough, the governors, headteacher and staff should:
- (1) Raise standards in ICT by:-
 - organising the computer suite so that whole classes can use it and skills can be taught to larger groups of pupils;
 - increasing the use of computers to support the work in other subjects.(see paragraphs 10,26,29,111)
 - (2) Provide more effective support for writing, especially for boys and higher attaining pupils, by:-
 - developing pupils' ideas for writing through a wider range of methods, for example through drama;
 - devoting some whole lessons to writing so that pupils have the time to write at length;
 - providing better opportunities in many subjects to use a range of writing to record or extend the work.(see paragraphs 89,90,91)
 - (3) Develop pupils' initiative and thinking skills by:-
 - providing more opportunities for pupils to solve problems;
 - enabling pupils to organise their own work ;
 - providing opportunities for older pupils to develop personal study skills in the library and on computers;
 - encouraging pupils to make decisions about how to record what they have found out.(see paragraphs 16,25,94,97)
62. The following minor weakness should be considered when governors formulate their post-inspection action plan.
- Review the arrangements for 'independent activities' in the afternoons.
- (see paragraph 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

52

Number of discussions with staff, governors, other adults and pupils

24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	18	18	15	0	0	0
Percentage	2	35	35	29	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	245
Number of full-time pupils known to be eligible for free school meals	17
Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	39
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.6

Unauthorised absence

	%
School data	1.0
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	51	39	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	47	49	50
	Girls	37	38	38
	Total	84	87	88
Percentage of pupils at NC level 2 or above	School	93 (88)	97 (88)	98 (99)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	47	49	51
	Girls	37	37	39
	Total	84	86	91
Percentage of pupils at NC level 2 or above	School	93 (91)	96 (99)	100 (96)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	171
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	24.5
Average class size	27.2

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	146

FTE means full-time equivalent.

Financial information

Financial year	2000
	£
Total income	549226
Total expenditure	536691
Expenditure per pupil	2033
Balance brought forward from previous year	56038
Balance carried forward to next year	68573

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	245
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	65	31	2	0	3
Behaviour in the school is good.	48	49	2	0	2
My child gets the right amount of work to do at home.	48	37	14	0	2
The teaching is good.	72	23	2	2	2
I am kept well informed about how my child is getting on.	38	45	11	6	0
I would feel comfortable about approaching the school with questions or a problem.	77	18	5	0	0
The school expects my child to work hard and achieve his or her best.	62	34	2	2	2
The school works closely with parents.	37	46	9	5	3
The school is well led and managed.	45	42	3	2	9
The school is helping my child become mature and responsible.	63	29	0	2	6
The school provides an interesting range of activities outside lessons.	11	28	28	14	20

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. The school provides very well for children under five. They are admitted to one of the three reception classes at the start of the school year in which they become five. They and their parents are welcomed into the school community through a very well established and effective induction procedure. The success of the arrangements is clear from the warm and friendly atmosphere that is felt throughout this part of the school. As a result, and as was previously reported, children settle into school quickly and very happily.
64. Attainment on entry is average. Children make very good progress. Most are on course to achieve all the early learning goals (the standards expected for children of this age) by the end of the summer term when they transfer to Year 1. By then many are likely to have progressed even further and will have begun work on some of the National Curriculum targets. This is particularly likely in the key areas of reading and number work.
65. The curriculum provided is broad and well balanced. It follows closely the national guidance for children up to the end of their reception year. It is very well planned and offers a comprehensive range of child and adult initiated activities and purposeful play. The teachers all have very good knowledge and understanding both of the early learning goals and of the needs of young children. They make a careful assessment of each child on entry to the reception classes and continue to record observations throughout the year. Children with special educational needs are identified early and help is arranged to resolve any difficulties and support the children's progress. This is very good because of the early intervention. The teachers make detailed assessments of each child's achievements in every area of the curriculum and they use the information very effectively in planning further work. As a result the children make very good progress both within lessons and over time.
66. The quality of the accommodation is outstanding and all the resources including teaching and support staff are used to full advantage. There have been several improvements since the previous inspection. The outdoor curriculum is now fully in place and very well planned. New equipment has been provided, notably several good quality wheeled toys. The teachers now have some learning support assistance although they still need the help of volunteers whose input is very valuable in extending the number and quality of the experiences offered. The Foundation Stage is very well led by a skilled and dedicated co-ordinator and it provides a very good basis for the future education of all the children.

Personal, social and emotional development

67. The school's provision for personal and social development is very good. Children and their families receive a warm welcome and are met with unfailing courtesy and concern for their welfare. As a result the children are eager to come to school. They feel secure and their self-esteem grows well. From their first day in school the children are encouraged to take responsibility for themselves, their property and their actions. The teachers are very observant and sensitive to the capabilities and needs of all the children. The children respond well. They are learning to manage their own clothes, to change into kit for physical education and to fasten their own coats and shoes. They play happily together and tidy up well after activities.
68. Teachers have high expectations of good behaviour, concentration in lessons and consideration for others. They give children gradually increasing opportunities for developing independence in small tasks such as carrying simple messages or getting out equipment. The children are also helped to make choices in work and play. As a result of the very good, carefully structured teaching the children make very good progress. Most of the children are

likely to achieve the early learning goals by the end of the year and many will exceed them, becoming confident, considerate and reliable members of the school community.

Communication, language and literacy

69. The children's attainments in speaking and listening and in reading are above average for their age. Almost all of them can express themselves clearly and can understand simple language when they start school. This means that they can benefit fully from lessons from the beginning. They listen well and respond to questions eagerly. They are able to talk about their work, to offer ideas and to enjoy taking part in role-play and drama. Teachers plan a rich variety of experiences designed to enhance children's knowledge and love of books and literature. They teach many rhymes, poems and songs to help children to extend their vocabulary and enjoy using words.
70. Reading is taught in a carefully structured way, with strong emphasis on phonics. Teachers read to and with children regularly both in groups and individually. They keep very detailed records of each child's progress. In addition children take books home every day to share with parents who also write a record in a home/school diary. Teachers value family support very highly and it undoubtedly helps the children to make good progress. The children love books and stories. They know how to handle books carefully and turn the pages correctly. They know that pictures can tell a story and that words carry meaning. Most of the children recognise commonly used letters and know some initial sounds. Many are becoming confident in early reading skills, recognising some words in context, and their own names. Early writing skills are also well taught. Teachers give the children plenty of opportunities to use pencils and crayons and they make sure they hold them correctly. Writing patterns and letter shapes are taught in many ways. Children make good progress and some become confident enough to attempt their own writing using the very good aids that the teachers make for them.
71. The quality of teaching is almost all very good. Teachers match activities to the abilities of the children very well, making sure each has a suitable challenge. They use varied strategies all designed to help children meet the learning intentions. There were instances of very skilled teaching in most lessons as when the children were taught to distinguish 's' from 'sh', using eyes to see pictures, ears to hear sounds and hands to make actions, all of which worked together to make the lesson memorable and fun. Imaginative role-play activities are very well used to increase the opportunities for children to use language, for example in the 'Chinese restaurant'. There are attractive and comfortable corners for children to choose to look at books or re-tell well-loved stories. In one instance very good 'props' and supporting sentence cards allowed children to re-enact a story successfully and share it with a group of friends. Most of the children are likely to meet the early learning goals by the end of the year and many will exceed them.

Mathematical development

72. Most of the children make good progress in learning mathematical skills and understanding. They know and use correct mathematical vocabulary to describe comparative heights. Many count confidently forwards and backwards to 20 and understand how to match one to one. This concept is carefully repeated when putting on coats and matching buttons to buttonholes. The children are beginning to learn to estimate and then check whether they were right. They can describe position using words such as 'above' 'behind' and 'next to'. They sort shapes and objects using a variety of criteria and they understand the concept of measuring. Many children can suggest suitable units for measuring, as when they used large bricks for measuring their own heights but smaller ones for measuring models.
73. The quality of teaching in this area of the curriculum is very good. Teachers plan and prepare the lessons carefully. They use a variety of activities all designed to promote understanding of what they want children to learn. They use opportunities throughout the day to repeat concepts taught in lessons, using and teaching mathematical language constantly. This happens

regularly at milk time when straws are counted out or the number of cartons left is explained. Mathematics lessons are well structured. They give opportunities for practising mental mathematics and for practising practical skills individually or in groups. Teachers demonstrate their very good knowledge and understanding of the needs of young children by making sure that there are plenty of changes of activity within the lessons but that all parts of each lesson focus on the learning intentions. As a result the children make very good progress and most are likely to meet the early learning goals by the end of the year. Many children will exceed them.

Knowledge and understanding of the world

74. This area of the curriculum is characterised by the wide range of experiences provided for the children. They use a very good variety of materials in making collages and models. They use sand and water, modelling clay and puzzles. There is a good range of constructional toys and model trains, farms and an 'underwater' play mat. All these things are used very imaginatively so that the children gain as many experiences as possible from one well-devised activity. An example of this happened when the children made clay owls. They learned to handle wet clay, found out about some of its properties and what happens when it dries. During the making activity they were also extending their vocabulary by describing, to an adult helper, what was happening and revising mathematical concepts of position and comparison of size.
75. Each classroom also has role-play areas. At the time of the inspection there were beautifully constructed 'hides' for bird watching. Bird tables outside the classrooms attracted the birds. The children used binoculars to see the details and very well designed reference cards and charts helped them to identify the species and record the observations. This was a most ingenious and very successful way of using the local environment even in bad weather. Each class also had a 'Chinese restaurant' in which children practised taking and writing orders, making and serving food, using the telephone and passing on messages to the chef. In every case the children were taught the salient points of the activity and every opportunity was seized to teach and reinforce specific language. The computers are well used in the reception classes to practise number work and figure and letter recognition. Children also use a graphics program to practise using the mouse and a dictionary program to select and print pictures for their own sound dictionaries. In the summer term the children are taken to a nearby wildlife centre and to visit the parish church.
76. The quality of teaching is very good. Lessons are well planned with interesting activities to excite the children's imaginations and lead them to ask questions and make new discoveries. Most of the children are likely to meet the early learning goals by the end of the year and many will exceed them.

Physical development

77. The school has an attractive play area with good equipment including some beautiful wheeled toys that the children learn to pedal, push and steer with increasing control and confidence. During the week of the inspection it was possible to see only a little of the work outdoors but a good range of experiences and structured activities is planned for better weather. Lessons are also held in the main hall. There is plenty of space for running, jumping, balancing and learning to move with increasing control of limbs and bodies. The children respond well. They make imaginative use of space and are considerate of others. This was evident in a lesson where children were practising changing speed, running and stopping, which they managed without any collisions. The children move well in response both to verbal instructions and to music. They show their control and ability to concentrate by maintaining each activity for the full time allowed in the lesson and by changing movement or standing still promptly as requested.
78. The quality of teaching is good. The lessons are well planned to ensure steady progress. The teachers make assessments throughout the activities and are very observant, ready to

intervene if necessary. The physical development of the children is satisfactory and most will reach the early learning goals by the end of the year.

Creative development

79. The children's standards of work in this part of the curriculum are satisfactory. When they start school many of them have poor hand/eye co-ordination and limited skill with hand tools. In the reception classes they are given many opportunities to learn to use pencils, paintbrushes, scissors, crayons and glue. They are carefully taught to handle tools safely and correctly. A good variety of building blocks and construction toys also helps them to develop hand control and a sense of balance. Through the rich variety of activities provided, both guided and free choice, the children are able to explore colour, texture, shape and space. They can express and develop their own creative ideas, often linked with other parts of the curriculum. This raises their awareness of the world about them and makes an important contribution to learning.
80. Other kinds of creativity are also part of the everyday curriculum. Music and drama play an important part in the children' school experience. They listen to music, responding in movement and dance, and they make music by singing and by using percussion instruments. Standards of achievement in the area of music and movement and in singing are largely as expected for their age but are sometimes good. An example of this was heard when the children spontaneously answered a question by singing a rhyme in tune. The good music experience helps children to learn to listen well and this has a good impact on other areas of the curriculum.
81. The quality of teaching is good overall with some very good teaching. Lessons are well planned with activities based on detailed assessment of the children' abilities. Teachers make sure that there is a steady progression in learning skills and that a wide variety of activities maintains the children's interest and keeps them well motivated. Most of the children are likely to reach the early learning goals by the end of the year.

ENGLISH

82. Standards in English by the end of Year 2 are likely to be above average. Reading standards are likely to be well above average. Standards in speaking and listening are likely to be above average. Standards in writing are likely to be average. This is a significant improvement on the findings of the previous inspection. The trend in the results since 1998 is rising faster than the national trend. Writing standards have been at a lower level than reading for some years. They have now reached the national average level but are still below the average for similar schools. Progress in English is good but girls reach a higher level in writing than boys and make better progress. Pupils who have special educational needs receive very good support in and out of lessons, and consequently also make good progress.

Speaking and listening

83. The teaching is good throughout the school. All teachers use searching questions to encourage pupils to think. They give pupils time to form an answer and encourage them to use full sentences in reply. Teachers use the resource of the big books well to enable pupils to join in the enthusiastic reading that develops their own sense of expression. These are often humorous occasions that contribute to the pupils' good attitude to English as a subject. Many teachers use 'discussion pairs' well, to allow two pupils to talk together, enabling them to create and clarify ideas. A few teachers use the particularly effective strategy, apparent in some very good lessons, of asking pupils to recount at length the ideas they had thought of in the previous day's lesson. Several boys in Year 2 took full advantage of this opportunity, to gain confidence in exploring their ideas of a magical location, and to get a sense of audience reaction.

84. Most pupils can explain their ideas clearly, including the pupils who have special needs. They talk in a close and friendly manner to their support assistants, and make good progress this way. While there are some reticent pupils, many are quite articulate when talking about topics of interest to them. It is clear that their difficulty lies in getting ideas down on paper. Teachers introduce new vocabulary well, particularly the technical words connected with the different subjects, for instance describing movement in physical education. Year 2 teachers introduce pupils to imagery, which pupils are beginning to use and enjoy. When boys are struggling with expressions such as 'the inside of the cave was studded with crystals, like the inside of the sun', they are moving nearer to good quality work. Teachers are good at ensuring equal opportunities around the class, with questions like "Who haven't I heard much from this morning?"
85. Pupils listen well in most lessons. They show this skill by being able to follow the teachers' clear instructions. They settle to work quickly and know what they have to do because they have paid attention. Girls tend to listen better than boys, who can be slightly restless at times. On those occasions when boys are selected to address the class this restlessness disappears rapidly, and the other boys sit up and take notice.

Reading

86. Good teaching promotes good progress in reading. A comprehensive programme, to teach letter sounds, introduces pupils well to these important word-building skills and spelling patterns. The teachers show pupils how words can be built up by using sounds and syllables. As well as demonstrating good expression, teachers encourage pupils to take notice of punctuation signals. Since the previous inspection a consistent pattern of guided reading sessions provides a good opportunity for pupils to have a sustained quiet period to read independently. Pupils enjoy these sessions, developing their skills and a strong enthusiasm for reading.
87. The teachers carefully provide books suited to the pupils' reading ability. They take a flexible approach to higher ability pupils choosing their own books, so when books are too hard or too easy the pupils may change them without fuss. Teachers use these guided reading sessions to teach reading skills to particular groups, to talk in greater detail about the nature of books and the structure and meaning of stories and information sources. Their planning ensures that all pupils get a fair turn at this. The high quality of the resources contributes well to all aspects of teaching reading. The comprehensive reading scheme books provide a good structure for pupils to progress well. Teachers measure the progress conscientiously and ensure that books used in class reflect boys' and girls' interests. The improved resources and the stronger focus on guided and independent reading have contributed strongly to improvements in reading.
88. Many pupils have already developed distinct tastes of their own, as the teachers have introduced them to a wide range of material. Many talk about their preferences for non-fiction books, and others mention their favourite authors. By analysing the test results the school identified that the pupils' ability to infer meaning from reading was an area that needed improvement. The staff adjusted the planning to increase the attention given to this area. This careful use of assessment has also contributed to higher standards. The stock in the school's fine new library is steadily expanding. With the parents help, pupils get extra time to be heard reading or regular opportunities to change library books. In a few classes the strategy to give pupils practice in comprehension of texts is not working so well. The strategy results in a large number of worksheets, which are helpful for reading but inhibit writing because they call for very limited written responses.

Writing

89. Considerable responsibility has been delegated to the co-ordinator since the last inspection. She manages the subject very well and has been given opportunities to work with teachers in the classrooms. This has helped to improve the quality of teaching and to raise standards. The improved teamwork in the school has led to good implementation of the National Literacy Strategy. There is a much more rigorous assessment process that now provides reliable information to give a clear picture of pupils' achievement. Teachers are beginning to use this information well to modify their planning. Teachers share information about different levels of achievement but the assessment process does not yet provide teachers with clear enough guidance on what pupils need to do to achieve the higher levels in writing tests. The wide difference that exists between the standard of boys' and girls' writing has caused the school concern. The co-ordinator has arranged in-service courses to extend the teachers' expertise in this area. Teachers include more texts and ideas that appeal to boys and their attitudes to writing are improving.
90. Several other factors impinge on the relatively weaker position of writing. Although the technical aspects of writing, for example handwriting, spelling and punctuation are taught thoroughly, many pupils find it difficult to structure their ideas, and they lack strategies to overcome this difficulty. While teaching is good overall and occasionally very good, the quality varies. The group arrangement was used effectively in some lessons to enable teachers to give very good guidance to the group involved in creative writing. Vocabulary and other exercises were put across as challenges and pupils raced to find words in dictionary and thesaurus. They were open-ended questions, so that pupils were challenged to find as many as they could. In a few lessons, however, the group work held little interest for pupils, the level of interest was not sustained, the work rate was reduced and the progress was slower. The activities tended to be limited by the page layout and the requirement that pupils should illustrate their answers. A few pupils began to show negative attitudes to aspects of writing in these lessons. The very good lessons displayed particularly effective motivating strategies but not all teachers use a wide enough range of strategies to inspire pupils to write and help them to develop ideas. For example, few teachers use drama techniques. Where lessons were most effective in developing pupils' skills, almost the whole lesson was given to creative writing. The introductions tended to be short, raising enthusiasm and getting pupils quickly to the main intention to write freely for quite a long session. Some were so successful that the pupils, having already concentrated for 30 minutes, did not want to stop, even to go out to play. The very good quality of support given to pupils who have special needs, often with very patient tuition, ensures that these pupils make good progress in writing.
91. The potential of ICT to help pupils to extend their writing skills is not sufficiently explored. Nor is the value of writing in other subjects, although there were a few good examples in history. In some lessons teachers use pupils' work successfully as a model for others to follow but pupils are not always aware of the length or quality of presentation required from them. Teachers do not remind pupils often enough to use the good standard of handwriting that many show in their practice books.

MATHEMATICS

92. The quality of teaching is good and in about one in three of the lessons seen in both Year 1 and Year 2 it was very good. Teachers are knowledgeable and use the National Numeracy Strategy effectively. Teaching of the basic number skills is particularly strong and enables pupils to calculate quickly and accurately. Mental agility is encouraged when teachers ask pupils to explain how they reached an answer, to say if there are any other ways of doing the same sum and decide which method is best. Different strategies are taught thoroughly so that pupils develop a good understanding of the number system and place value. They learn to use known number facts to help them with related, bigger numbers. For example, pupils in Year 2 know that four and six make ten and most use this knowledge when they work out in their

heads that 24 and 16 make 40. Higher attaining pupils work with three-digit numbers and apply the same knowledge. Good teaching and learning leads to good progress. The work builds logically on earlier learning and enables pupils to reach high standards. All pupils achieve well. There are no significant differences in the attainment of boys and girls. Almost all the pupils reached the expected level in last year's national tests. This indicates that pupils with special educational needs and lower achieving pupils make very good progress. Results are better than those for other similar schools and higher attaining pupils perform better than their counterparts in these schools.

93. There are also high standards in data handling. Teachers provide a thorough grounding in presenting information graphically. Pupils learn how to construct and interpret bar charts, Venn and Carroll diagrams. There are good links with science so that they are able to use their classifying skills in the work on materials, for example. Other links, such as those between mathematics and physical education, are not used to advantage when teaching pupils about angles and turning through 360 degrees. Pupils learn about two and three-dimensional shapes. They measure, at first with cubes and then with centimetres, metres and grams. They learn the associated language and can explain which objects are longer or heavier. The work in design and technology supports this work, for example when pupils weigh ingredients for cooking. The work in shape and measures is not as good as in number but pupils reach the expected standards for their age. There are many missed opportunities to use computers to support the work in all areas of mathematics.
94. There are too few opportunities to solve problems, especially those related to everyday life so that pupils have to make decisions about the skills they need, devise their own recording methods and see the relevance of learning mathematics. Because they are not often involved in problem solving or in trying to prove a general statement by producing examples, pupils lack confidence when required to organise their own work without the support of instructions or a recording format. The frequency with which worksheets and published work books are used also contributes to their lack of confidence. This is not the case in mental work when the majority show facility and confidence because of daily opportunities in both Years 1 and 2.
95. Pupils enjoy mathematics and concentrate in lessons. They respond to their teachers' high expectations and work well independently when they use new skills, taught in the whole-class part of the lesson. They help each other if they get stuck, get out resources if they need further help and rarely need to interrupt group teaching. In a few lessons the individual or group tasks are too easy and pupils go over work they already understand well. When teachers draw pupils together at the end of the lesson, they check pupils' understanding of new learning, deal with misconceptions and note who needs further help. This process is used well to plan the next steps for lower attaining pupils.
96. Standards have improved significantly since the last inspection and higher attaining pupils now achieve well. Considerable responsibility has been delegated to the co-ordinator and she has managed the subject effectively. She has gained useful information about strengths and weaknesses in teaching and learning from observing lessons. This has enabled improvements to be made, particularly to ensure that pupils of different ability make the best possible progress.

SCIENCE

97. In 2001 teachers' assessments indicated that standards were well above average and compared favourably with those of schools in similar circumstances. Assessments also show that pupil of all abilities, including those with special educational needs, do well. Inspection findings confirm this picture. By the time they leave the school at the end of Year 2, pupils have a good knowledge and understanding across different areas. For some topics, however, there are insufficient opportunities for pupils to gain sufficient experience of investigating for themselves. As a result, although pupils develop good skills of observation, can predict what might happen when the teacher demonstrates an investigation and make relevant

comparisons between different results, other skills such as organising equipment and deciding how to record observations are weaker. Apart from this aspect, the curriculum is well planned, the school is well resourced and teaching is good. This has enabled the school to make good progress since the time of the last inspection. There are a few good examples of pupils using computers to support the work, for example, pupils in Year 1 have used a computer to produce and print a graph of eye colours, but there are many missed opportunities.

98. In the present Year 2 classes, pupils' work indicates that they are on course to match last year's standards. Pupils have a good understanding of scientific ideas and talk knowledgeably about their work. For example, pupils in Year 2 use a good vocabulary to describe materials and explain whether they are natural or man-made. Many of them understand that a break in a circuit will stop the flow of electricity. This is a higher level concept for this age group.
99. Pupils' skills in language serve them well in science. For example, early in the school year, a pupil in Year 1 wrote about the senses. Ideas about 'Foods I like/dislike' were well set down including a unique but completely logical way of spelling 'pineapple'! This drawing showed that the pupil is aware of what it is. The less able pupils have a very fair grasp of the work; one lower attaining Year 1 pupil for example wrote a very convincing 'explanation' about why his reflective coat would be effective. Pupils' books also show a very good grasp of the work. The work on light and shadows, for example, was at a good level for the age group and most pupils clearly understood it well. The more able pupils have opportunities to develop the work and reach a high level of attainment. One pupil, for instance, gave a good explanation of why shadows happen.
100. Pupils are keen on their work in science. They respond well to their teachers' enthusiasm and clear explanations. They are eager to find out and write and draw willingly. In a Year 1 lesson, for example, pupils tackled the work on materials enthusiastically and worked hard for a considerable time. Pupils in Year 2 were also very enthusiastic about their work on materials. They listened to one another and co-operated well. They also worked well independently and asked sensible questions. Pupils with special educational needs are well supported and this enables them to make good and often very good progress.
101. Teaching in science varies but is mainly good. Teachers prepare and organise lessons well. Their class management is good and they use efficiently the time available. In the best lessons, teachers lead pupils to think carefully about why things work as well as how. They pose good questions to develop pupils' understanding. Pupils' books show that there is usually a fair match of work to pupils' abilities and interests and that pupils complete it to a good standard. However, occasionally all pupils in a class copy the same writing about a particular piece of work and in a few classes there is also a heavy reliance on worksheets. This limits pupils' progress. Teachers teach a good range of work across the National Curriculum but more practical work is needed. The current work on materials in Year 1, for example, would benefit from a 'hands on' experience as pupils find out which materials are most suitable for various uses.
102. Science is well organised. The curriculum co-ordinator is due to begin monitoring lessons in the near future. She is aware of the need for pupils to do more experimental and investigative work and keen to develop part of the grounds of the new school buildings as a 'wild area and science resource. Planning for this has already begun. Assessment procedures have been developed since the time of the previous inspection. There is now useful information available about what pupils know and can do.

ART AND DESIGN and DESIGN AND TECHNOLOGY

103. A newly appointed co-ordinator has taken responsibility for these subjects and has been successful in moving the subject forward. She has developed a folder of photographic evidence of pupils' work, as a record of what was achieved by each year group. Recent

national guidelines have been adapted to suit the needs of the pupils in the school, whilst maintaining aspects of both art and design, and design and technology (DT) that have been a well-established and successful part of the school's curriculum. This is an improvement since the last inspection when there was no clear sequence of skills in planning. There have been no opportunities, however, for the co-ordinator to observe the teaching and learning as a next step to raising standards further.

104. It was not possible to see either subject being taught during the inspection. Groups of pupils worked independently on art activities and discussions took place with pupils, including those who had been cooking (a part of the food technology element of DT) with a parent helper. Further evidence was obtained from the co-ordinator's folder and from extensive displays of pupils' work around the school. Teachers' plans and pupils' work indicate that the quality of teaching is at least satisfactory. Pupils make sound gains in learning in both subjects and by the age of seven reach standards overall that are similar to those found in most schools.
105. In art, pupils in Year 1 learn about primary colours and how to mix them to obtain the colour they want. They experiment with different shades by arranging scraps of coloured paper. Teachers develop this work well, using the computer to show the gradations achieved when white is added and by looking at commercial paint samples. Pupils' self-portraits using wax and pastels show good attention to details, the best indicating careful observation of texture and skin tones. Good links are made with DT so that pupils can use their stitching skills to decorate and add interest to the work. This develops well from the high quality fabric work achieved by reception age children, for example the piano backing constructed from individually made squares. Pupils in Year 1 experimented with strips of coloured paper and geometric shapes, after looking at a painting by Kandinsky. Other pupils in the class used the computer to try out ideas in a similar abstract style. They worked carefully and with concentration and were interested to talk about the finished results. In DT, pupils in Year 1 have learned a variety of joining techniques and put them into action when they made moving pictures.
106. Pupils in Year 2 have produced a good range of artwork. There are good links with other subjects that enrich pupils' learning and inspire pupils to put their painting skills into practice. For example, in geography pupils have studied Africa, its people, the land, occupations and ways of life. Their impressions of the Kenyan landscape result from the keenly observed work of Tony Hudson. They have used their knowledge of colour and oil pastels well to achieve work of high quality. Their work in DT also draws on their knowledge of Africa. They have made papier-mâché masks and clay-bead necklaces and experimented with weaving and plaiting techniques after looking at African baskets. Photographs of last term's work show that pupils learnt about different types of axle and incorporated them into vehicles made of recycled materials. Before the making stage pupils found information in books, looked at toy vehicles and tried out axles using construction kits. The food technology work in progress this term gives pupils opportunities to learn skills such as rolling, cutting, chopping and grating, before putting them into practice when they make cheese straws. They explain that they have learnt about materials in science and how these change when heated, and relate this to their cooking. This is another good link that the school has made between different subjects to develop pupils' understanding. Groups of pupils are ably taught by parent volunteers, working together closely in the well-equipped specialist room. Pupils respond well, working sensibly and carefully, discussing their work and clearing up afterwards. The finished product is consumed enthusiastically.

GEOGRAPHY and HISTORY

107. Standards of attainment in both subjects are average. They have been maintained since the previous inspection and remain in line with expectations at the end of Key Stage 1. In history pupils are beginning to develop a sense of chronology and to realise that changes can come as a result of circumstances. For example, pupils in Year 1 can describe the differences between Victorian and modern kitchen appliances and explain that modern homes depend on

electricity that was not widely available a hundred years ago. In geography pupils are beginning to understand the importance of place and climate. Pupils in Year 2 appreciate the differences between their lives and those of children in South India and Kenya. Pupils' progress is sound.

108. The quality of teaching and learning is at least satisfactory and in some lessons it is good. The teachers plan their lessons well and make good use of all the available resources including books, maps, pictures, videos and artefacts. They are now starting to use the computer more, helping the children to access information and illustrations on the Internet. This gives the children valuable experience in using secondary evidence. The pictures are particularly valuable because of their impact and their historical or geographical accuracy. Pupils in Year 1 learn to use primary evidence in the form of Victorian artefacts such as lanterns that they compare with electric torches. Those in Year 2 use maps and video material to study the lives of children in other countries. They also learn effectively, through teachers' expert use of a story, how life on an island in the Hebrides contrasts with life in Yatton. The teachers demonstrate their understanding of the subjects and of the needs of their young pupils by providing visual material to illustrate the lessons and to help the children to make progress in developing study skills.
109. The curriculum shows several improvements since the previous inspection. It is broad and covers all the requirements of the National Curriculum. It is well planned with good links with other subjects, for example when pupils make graphs to show ways of travelling to school. The children also improve their writing skills in a few lessons, for example, when they write accounts of historical events such as the Great Fire of London. A satisfactory length of time is devoted to each subject. The lessons are now of appropriate length and are well structured with a good variety of activities to keep the pupils motivated and working productively. The way the curriculum is planned now enables children to develop skills systematically. The pupils' work is carefully marked and some of it is carefully mounted and displayed. There is no whole-school assessment scheme but teachers keep their own records from which they write detailed annual reports to parents.
110. The subjects are led by a co-ordinator who is both knowledgeable and enthusiastic. She monitors the curriculum plans carefully and samples the pupils' work to make sure that standards in both subjects are maintained and that all the planned work is taught in every class. She has no opportunity to influence the work of other teachers further by observing teaching and learning. The resources have improved since the previous inspection and now support the curriculum well. However, the co-ordinator realises that more maps and aerial photographs are needed for geography and further opportunities for using the computer need to be added to the curriculum plans. These improvements are planned, as is enhanced use of the local environment, which will be the focus of a whole day's training in February 2002.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

111. Standards are likely to be below those expected for the pupils' age by the end of Year 2. The rate of progress over time has been insufficient for pupils to develop a satisfactory depth of skills. However, the position of ICT in the school today is an improvement since the previous inspection. A new ICT suite has been installed but further modifications are required to enable whole classes to work there. There is increasing expertise amongst the staff so that skills can be taught effectively. Further training is underway. The adoption of a structured scheme of planning, based on national guidelines, means that pupils will cover an appropriate range of work over the two years in the infant classes.
112. Although teaching is satisfactory it does not happen often enough to ensure that pupils make sufficient progress. Because of the current inadequacies of the computer suite, it was used infrequently during the week of the inspection. When a learning support assistant or parent helper was available, small groups of pupils were taught new skills effectively. Only a small number of lessons were observed where the teachers made use of the classroom computers for tuition or for pupils to practise. In the best of these lessons much ground was covered and

the teacher used a high level of technical vocabulary. The follow-up organisation was very good and the pupils completed their practice sessions within a few days and gained new skills at reasonable rate. In less successful lessons, although skills were taught soundly, time set aside for follow-up practice was insufficient to maintain fast enough progress.

113. In discussion with pupils and observing them at work, it is evident they have positive and enthusiastic attitudes to using computers in school. Pupils Year 2 have a good recollection of work completed in earlier years. They have used their word-processing skills to write animal poems. Pupils recall using a floor robot to develop simple programming skills. In many classes pupils have good quality computer artwork on display. There is evidence of effective use of data handling and the presentation of block graphs in some but not all the classes. Computers are not used well enough to support the work in other subjects and to give pupils further opportunities to practise their developing skills.
114. The enthusiastic new co-ordinator gives effective support to the staff, and is 'on call' to solve problems. Plans to timetable the use of the computer suite are on hold until modifications to the layout are made. This is planned for immediately after the inspection. The senior management team is determined to make good use of this expensive resource and move ICT forward.

MUSIC

115. In music pupils attain standards well above the expected level for their age. They sing especially well, the majority being in pitch and in tune. This is at least partly because several members of the staff sing very competently and sing to and with the pupils. In a 'singing assembly' all the singing was unaccompanied. Pupils listened and sang well making a very pleasing sound. The songs were pitched just a little low for their voices but the tone was focused and good. In lessons most pupils show a good sense of pulse for their age. A Year 2 class made good patterns in sound with percussion instruments, some of the sequences being quite complex. They understood how to make a simple graphic score and could read back what they had written. Younger pupils, in Year 1, understand which percussion instruments make short or long sounds. They can sort instruments well and know their names. In both year groups good links are made between music and language; pupils can describe what they are doing and talk about the instruments, for example.
116. Pupils enjoy their music making. They are keen to play percussion instruments, and sing enthusiastically. They behave well in lessons, respecting, for example the difficult rule about not playing instruments until the appropriate time! They share instruments and work together in groups very well. Pupils worked hard in the singing assembly and here, as in lessons, they concentrated well. All pupils, including those with special educational needs, take a full part in the music making.
117. Teaching is good. Teachers bring good general teaching skills to music. In a Year 2 lesson, for example, the teacher managed pupils and used the time available very well. In another lesson, pupils, tired at the end of a very wet day, were not quite so well managed and the practical work did not bring such good results. The singing assembly was well led; a large number of pupils were kept on task and improved their singing during the session. Because teaching is good and pupils concentrate, they learn well. For singing they copy good models.
118. Music is well led and managed. The curriculum co-ordinator uses her musical skills effectively in lessons and this leads to a good range of well-taught musical activities. She teaches every class in the school on a regular basis with the class teacher present. This demonstration of skills and the advice given to teachers enable non-specialist teachers to continue the activities in the lessons they take. It is a good arrangement and helps to bring a variety of valuable musical experiences to pupils and increases teachers' expertise. The school continues to enjoy high standards of music making. It maintains good progress. The curriculum leader has

developed an assessment system presently being trialled. This should bring a more secure knowledge of what individual pupils know, understand and can do in music.

119. A recent successful innovation has been the introduction of the reception Music Club. A member of the local education authority's music team leads this and parents pay for it. The school takes part in a Year 2 Music Festival with neighbouring schools.

PHYSICAL EDUCATION

120. The school provides a changing programme of physical activities over three terms. Dance and gymnastics are taught in the autumn and spring terms. Games skills are taught in the summer term to take advantage of warmer weather. The school's planning shows that the appropriate skills are taught in each area of activity. Resources are now very good. The large hall, fixed and moveable large apparatus are used well to provide pupils with physically challenging tasks. Most pupils move confidently and show a good range of movements on the floor and apparatus, incorporating stretches, curls and balances. They can take their weight on a number of different parts of the body, changing the direction and level of their movements. Teachers enable pupils to extend the range of movements and balances by choosing those who are working well, both boys and girls, to demonstrate to the class. They encourage the few pupils who lack confidence and teach individual pupils who need help specific skills to improve their performance, for example how to bend their knees to ensure a soft landing. Teachers plan their lessons to ensure that pupils warm up properly and have time to cool down before returning to their classrooms. Pupils know the importance of the warm-up process, that exercise contributes to good health and how to work safely on the apparatus.
121. The teaching of gymnastics is satisfactory and enables pupils to reach the standards expected for their age at the end of Year 2. Teachers explain clearly to pupils what they are going to learn and give them time to practise new skills. They set tasks that pupils enjoy and that are at the right level of difficulty. As a result pupils try hard and succeed. Pupils are clear about the expected behaviour in the hall and follow teachers' instructions sensibly. In some lessons, opportunities are missed to improve the quality of the pupils' performance by insisting on a clearly controlled start and finish to movement sequences and more variations in speed. Teachers ask pupils to think about how they could improve, when they watch others demonstrate what they can do, but rarely ask for their opinions about what is good or what needs improving. As a result not all pupils take an interest in watching others or gain from it. In a very good lesson observed in Year1, however, the teacher grasped these opportunities, pupils rose to the extra demands made of them and made good progress.
122. The co-ordinator checks planning and discusses pupils' progress with other teachers. This ensures that the appropriate range of work is taught. There has been little opportunity, however, for her to influence the quality of teaching and learning by working alongside other teachers or observing their lessons.

RELIGIOUS EDUCATION

123. At the age of seven pupils' knowledge and understanding of religious education is in line with the expectations of the syllabus taught in the local education authority's schools. Pupils' work shows a sound knowledge of stories from the Bible and a fair range of issues including interesting work on 'Special people' and 'Looking forward to Christmas'. Pupils in a Year 2 class had a good understanding of the idea of rules, choices and 'special things'. They had a good recall of the story about the Ten Commandments and, as a class, could remember seven of them. In another lesson pupils showed a good grasp of the story of the plagues and the Passover, especially as a great deal of information came in the one session. They also learned quickly about the Seder Plate and were able to label pictures accurately.
124. The quality of teaching is satisfactory but varies significantly in quality. One very good lesson was seen in which the teacher explored issues and ideas with pupils and led very good

discussions. These made a good contribution to pupils' personal development. The teacher used her own very good background knowledge to link the Ten Commandments to the present time, in a lesson about rules, choices and values. This made the work 'real' and relevant to the pupils. It also gave opportunity for pupils to use and think about language; some very good words were used, 'awesome' for example. The teaching developed the idea of what is sacred and pupils had ample opportunity to reflect on this. The teacher created good opportunities for spiritual awareness and linked moral issues well to factual learning. The pace was lively and the pupils were enthusiastic and eager to share their ideas. Other lessons observed were less effective and, although satisfactory overall, the pace was slow and pupils found the worksheets prepared for them to record their work uninspiring. Pupils' completed work also shows that in some classes pupils use too many worksheets and the range of activities is too narrow. There is no evidence, for example, of drama being used to illustrate stories. One lesson seen offered excellent opportunities for this but these were not taken up. There is a little creative writing in the pupils' books but opportunities for pupils to develop their writing skills further have been missed. In one class, for example, a substantial piece of writing was identical in all books – clearly copied.

125. The curriculum leader has developed a new scheme of work. Some progress has been made since the last inspection, especially in the planning for pupils to learn about another faith, but the school needs to use a wider range of activities to stimulate pupils' interests. A consistent system of assessment of pupils' work still has to be developed and the co-ordinator has no opportunity to monitor teaching and learning or to spread the best practice across all classes.