

# INSPECTION REPORT

## **HAMBROOK PRIMARY SCHOOL**

Hambrook, near Bristol

LEA area: South Gloucestershire

Unique reference number: 109024

Headteacher: Mrs Jo Hillard

Reporting inspector: Mr Richard Hancock  
2715

Dates of inspection: 7 -10 May 2002

Inspection number: 230148

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 and Junior School

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Moorend Road  
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South Gloucestershire

Postcode: BS16 1SJ

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Terry Lemon

Date of previous inspection: 1 December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2715	Mr Richard Hancock	Registered inspector	English Special educational needs	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9708	Mrs Sylvia Daintrey	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? How good are the curricular and other opportunities offered to pupils?
17517	Ms Vreta Bagilhole	Team inspector	mathematics information and communication technology (ICT) geography history foundation stage equal opportunities	
20415	Mr James McHugh	Team inspector	science art and design design and technology music physical education religious education	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Hambrook Primary School is slightly smaller than most primary schools. It is housed in a listed building with four temporary classrooms and is situated in a rural area just five miles from the centre of Bristol, surrounded by playground, field and a conservation area. There are 176 pupils made up of 81 boys and 95 girls, ranging from four to eleven years of age. The family backgrounds of the children are mixed but, generally speaking, are comparatively affluent. The proportion of pupils eligible for a free school meal is well below the national average. Most children have attended playgroup or nursery pre-school and standards of attainment on entry are above average. There are a few pupils from an ethnic minority background but none is at an early stage of understanding English. The percentage of pupils with special educational needs is below the national average but the percentage of pupils with a statement of special educational need is above the national average. The picture is very much the same as the one described at the time of the last inspection.

### **HOW GOOD THE SCHOOL IS**

All the pupils at Hambrook Primary School receive a good education. The headteacher provides good leadership and the school is well managed. Overall the quality of teaching is good. The attitudes of the pupils are very positive and the majority behave well. Pupils are well cared for and those with special educational needs receive good support. All pupils get off to a strong start in the reception class. By the time they leave the school, the attainment of pupils is above average in English, mathematics and science. The school provides good value for money.

#### What the school does well

- Promotes high standards in the reception class;
- Enables pupils to reach above average levels of achievement by the time they leave the school;
- Leadership provided by the headteacher and key staff is good;
- Helps pupils to develop very positive attitudes;
- Promotes good teaching and learning in Years 3-6;
- Identifies appropriate priorities for action and addresses them effectively.

#### What could be improved

- Standards of writing, and levels of challenge in mathematics in Years 1 and 2;
- The role of the governing body in helping to evaluate the performance of the school;
- Some health and safety aspects;
- The school's dialogue with parents;
- Pupils' awareness of the multicultural nature of society.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good improvement since the last inspection in December 1997. Provision for pupils in the reception class is still very good. Although aspects of current work in literacy and mathematics in Years 1 and 2 are not as strong as they were at the time of the last inspection, overall test results in these subjects have remained well above average. The strongest improvement is to be found by the end of Year 6 where the overall attainment of pupils is now above average and rising, in strong contrast to the unsatisfactory picture of pupils' progress found at the time of the last inspection. Because the school has a clear sense of direction and can demonstrate it has effective strategies for making progress, its capacity to improve further is good.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	B	C
mathematics	B	C	C	D
science	A*	C	C	D

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

On the basis of the 2001 test results, pupils' attainment at the end of Year 2 was well above average. However, inspection evidence finds that the current work in English and mathematics are no more than above average, largely as a result of the cohorts being less able and some weaknesses in the current teaching. The school's test results at the end of Year 6 in 2001 were above average in English and average in mathematics and science. The current work in the school shows a stronger picture. Inspection evidence finds that this year standards are rising in Years 3-6 largely as a result of particularly effective teaching. Standards by the end of Year 6 are now above average in English, mathematics and science. Performance in national tests varies but trends over the last three years have exceeded the national average overall. Pupils do well by the end of Year 6 and standards in all other subjects are above the nationally expected levels. Standards in design and technology and music are well above those expected of eleven-year-olds. The school has set challenging but appropriate targets for raising attainment. Children in the reception class make very good progress. By the end of the reception year, most children exceed the goals normally expected in all of the areas of learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn. They listen well and follow instructions carefully. They show imagination and curiosity and persevere.
Behaviour, in and out of classrooms	Good. Pupils focus well on their learning. Both in class and around the school they conduct themselves well. There is occasionally some restiveness in Years 1 and 2 when teaching lacks pace and fails to capture their interest.
Personal development and relationships	Good. Pupils work well on their own and with one another, grow in confidence and respect their teachers and other adults. Relationships in the playground are good and pupils mix easily and pleasantly with one another. Pupils are keen to communicate and do so naturally and easily. They are confident and forthcoming with adults.
Attendance	Very good. The attendance rate at the school is well above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very Good	Satisfactory	Good

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

The quality of teaching and learning are good. Teaching and learning in music and design and technology are very good and some excellent teaching was observed in music and science. In reception and in Years 3-6, teaching and learning are often very good and the skills of literacy and numeracy are well taught. In Years 1 and 2 the quality of teaching and learning are satisfactory. Although some aspects in the teaching of literacy and numeracy are taught well, there are also some weaknesses. The strengths in teaching are careful and thorough planning, effective ways of addressing the needs of all pupils, good use of time and high expectations of pupils. Pupils are keen and interested in all subjects, concentrate well on their work and apply themselves very well. The teaching of pupils with special educational needs and those pupils who are more able is good. Throughout the school, learning support assistants provide good support in lessons and contribute well to the progress made by pupils. The skills of literacy and numeracy are well taught in the wider curriculum, especially in Years 3-6. Other subjects are taught well with some very good teaching in English, mathematics, information and communication technology (ICT) and physical education.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well planned and good use is made of ICT. Subjects build effectively on what has gone before. Literacy and numeracy receive good emphasis but not at the expense of other subjects.
Provision for pupils with special educational needs	Good. Pupils' needs are carefully analysed and well met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, especially for the spiritual, moral and social aspects which are strong in the curriculum. The arts receive good emphasis. The school cultivates pupils' personal development well. Pupils need to learn more about the multicultural nature of British society today.
How well the school cares for its pupils	Good. Pupils are well supported and looked after. Assessment procedures are good. Arrangements for first aid and the supervision of pupils at lunchtime are secure. Staff training guidance in child protection is being updated. A number of health and safety hazards were identified during the inspection.

Provision in the reception class is very good. The school has good links with other schools in the locality and sound links with the community. The partnership with parents is satisfactory.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior management team provide good leadership. Staff work as a team and morale is high. The school has a clear sense of direction. The school is very effective in identifying appropriate priorities for development and taking action.
How well the governors fulfil their responsibilities	Satisfactory. Governors need to know more about the specific strengths and weaknesses of the school so that they can play a greater part in shaping its future direction.
The school's evaluation of its performance	Good. The school makes effective use of data and other means to evaluate its work.
The strategic use of resources	Good. The school is well equipped and books are plentiful although more resources are needed in religious education. The accommodation is good and is used effectively.

Governors help the school to improve its facilities but rely too heavily on the headteacher when it comes to evaluating its overall performance. There is a satisfactory understanding of the principles of best value, especially in relation to the way the school compares its overall performance with that of similar schools.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>▪ That pupils are expected to work hard;</li> <li>▪ That children like coming to school;</li> <li>▪ The overall progress made by pupils;</li> <li>▪ The quality of teaching.</li> <li>▪ Parents feel comfortable about approaching the school with questions or a problem.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The extent and nature of homework;</li> <li>▪ The closeness of the school's relationships with parents;</li> <li>▪ Leadership and management;</li> <li>▪ The range of activities outside lessons.</li> </ul>

Inspectors agree with the positive views of the parents, the vast majority of whom have confidence in the school. The school does carry out a number of consultation and partnership exercises with the parents to enable closer relationships. The inspection team believes that homework is making an important contribution to pupils' achievement and that the school provides a good range of extra-curricular activities. Nevertheless, there is a need for more dialogue between the parents and the school, as a significant proportion of parents still have concerns about some aspects of the school's work.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

1. In the 2001 National Curriculum tests in English, pupils at the end of Year 2 reached standards in reading, writing and mathematics which were well above the national average. In comparison with schools with a similar intake standards were well above average in reading, above average in mathematics and average in writing. By the end of Year 6, pupils attained standards that were above average in English and average in mathematics and science. In comparison with similar schools standards were average in English and below average in mathematics and science. Inspection evidence finds that this year standards in Year 2 are above average in reading, speaking and listening, mathematics and science and average in writing. They are not as good as those given by the data for last year. This is due to the ability of the different cohorts but also to weaknesses in the teaching. Standards in Year 6 are better than they were in 2001 and are above average in English, mathematics and science. This is because the school has identified specific areas for improvement and has been successful in raising the attainment of the higher attaining pupils. Boys and girls do equally well in English and science but girls do slightly better than boys in mathematics. Trends at the school have fluctuated over the last three years but overall are above average. The overall achievement of pupils in most subjects from Years 3- 6 is good as a result of the careful analysis of data to identify pupils' weaknesses, effective planning based on this knowledge and the high levels of challenge in teaching.

2. The standards achieved in the reception class are very good and this is a further improvement from the good standards found at the previous inspection. Although there are some variations from year to year, standards on entry to the school are above average. By the end of the reception year, most children will exceed the expected goals of learning in all areas of learning and many are working on National Curriculum levels. This year the children are achieving very high standards in communication, language and literacy and mathematical development. This is because of the very good and often excellent teaching.

3. In English, standards in reading and speaking and listening in Years 1 and 2 are above average. The written work observed at the time of the inspection was no more than average because of weaknesses in spelling and pupils' limited use of complex sentences and choice of adventurous vocabulary. A somewhat less able cohort of pupils, and a temporary change in staffing following the departure of a deputy headteacher, means that standards in some aspects of literacy are not as high as they have been in the recent past. In particular, the trend in writing for the higher levels has not increased as significantly as it has for Level 2. Although plans are in hand, the monitoring of the teaching of writing in these years has still to be undertaken. Standards in all aspects of English are above average in Years 3-6. At the time of the last inspection, pupils in Years 3-6 were not building on their earlier achievement and standards needed to be higher by the end of Year 6. The school has made clear improvement here. Throughout the school, pupils with special educational needs achieve well in English because their weaknesses are carefully identified and teachers and learning support assistants focus on their individual difficulties. The school takes particular care to ensure that these pupils benefit from the literacy hour by adapting work for them in class. Higher attaining pupils receive good levels of challenge and respond well. The achievement of pupils is good from Year 3 through to Year 6 but could be higher in writing in Years 1 and 2.

4. Standards are above average in mathematics by the end of Years 2 and 6. Standards in Year 6 have improved and by the time they leave the school, pupils are attaining higher standards in mathematics than they did at the time of the previous inspection. Pupils throughout the school develop a good range of mental calculation skills and use these confidently in different settings. This year the rate of progress for pupils in Years 1 and 2 is good for the lower attaining pupils. It is satisfactory for other pupils but could be better if levels of challenge were increased. Rates of progress are good in Years 3 to 6 for all pupils, including those with special educational needs and the higher attaining pupils.

5. Standards in science are above average by the end of Years 2 and 6. All pupils, including the gifted and talented and those with special needs, are making good progress. Pupils make good predictions based on their scientific knowledge and understanding and draw conclusions that are consistent with the evidence.

6. By the end of Years 2 and 6, standards in art and design, physical education, religious education and ICT are above those normally seen. Pupils, including the gifted and talented and those with special educational needs, make good progress, as they do in all the foundation subjects. In design and technology, the pupils' attainment throughout the school is now well above that expected nationally. By the end of Year 2, standards in geography and history are in line with those expected nationally and by the end of Year 6 standards are above those normally found. Standards in music at the end of Year 2 are above average and are well above average by the end of Year 6. Standards in all these subjects have improved since the last inspection and in ICT and design and technology, the progress has been particularly marked.

7. In the school as a whole, standards of literacy are above average and the school has done well to ensure that this capability is extended to all other learning. It is one of the major reasons why pupils are learning so successfully in subjects as a whole and why they are achieving such good standards. Good standards of numeracy in the curriculum as a whole are also helping pupils to make the most of their learning in other subjects. The school has set ambitious but appropriate targets for improving standards further.

### **Pupils' attitudes, values and personal development**

8. Pupils' attitudes to school and to learning are very good and a strength of the school. They have improved since the last inspection and make a significant contribution to the good progress that pupils make. Pupils enjoy coming to school and are very interested in all the opportunities offered. They appreciate the ways in which teachers help them. In the reception class, all the children are engrossed and focused on the activities, such as reading during registration time, handling pretend money in the classroom cafe or commenting on the different styles of Bible in a religious education lesson. Pupils in Years 1 and 2 are very enthusiastic about their learning and the older ones are reluctant to leave the classroom at breaks or the end of the school day! Pupils in Year 3 listen attentively, take their tasks seriously and work hard. Pupils in Year 5 are highly motivated to do well and respond in a confident and mature manner to the very interesting work set for them by their teacher. Pupils throughout the school are keen to take an active part in lessons and assemblies, for example by acting out a role or reading aloud. Good numbers take part in the lunchtime and after-school clubs and take the opportunities to learn a musical instrument.

9. Behaviour is good. Children in the reception class are very well behaved because the teacher helps them to be calm and organised and reminds them quietly and effectively how to behave at their very best. Pupils in the rest of the school behave well in the vast majority of lessons and in assemblies. They are polite, friendly and show respect for adults and each other. Sometimes, a few pupils in Years 1 and 2 indulge in some silly behaviour and some pupils in Year 2 can be slow and restless when settling to some literacy and numeracy tasks. The school reports that there has been some friction between the two classes in the playground and has introduced a number of strategies to deal with this, including a specific focus in personal, social and moral education (PSME) lessons. Behaviour in the playground during the week of inspection was good because pupils had many recently purchased toys to play with and they were well supervised. However, from the interviews with pupils and evidence in the accident book, there is occasionally some name-calling and rough play. The behaviour of pupils with particular difficulties is managed well, with some support from outside agencies. There has been one fixed period exclusion in the past year, involving a pupil who has since left the school.

10. Personal development and relationships are good. In lessons, pupils help each other, including those with special educational needs, and work very well in pairs and small groups. There

is not quite the same emphasis on older pupils helping younger ones around the school, as there was at the last inspection, although this is starting to develop again. Children in the reception class make good progress in their personal, social and emotional development. They achieve well above average standards of independence, concentration and understanding of others. Pupils in Year 6 demonstrate great curiosity and joy in their learning and gain a great sense of achievement from their success, for example in physical education when they devise a new gymnastic balance that no one else had thought of. Through assemblies, religious education and PSME lessons, pupils throughout the school are developing a good set of values, moral principles and beliefs which they can justify to others. They are also making good progress in considering the feelings of others and in resolving conflicts. They enjoy taking on responsibilities in the classroom and offering to help their teachers but they do not yet make a constructive contribution to school life. For example, only four pupils entered a competition to design a playground game. Pupils have a good understanding of British cultural traditions but have limited encounters with people representing different cultures and beliefs.

11. Attendance is very good. Attendance rates have been consistently well above the national average since the last inspection, and continue at that high level in all classes in the current school year. Unexplained absence is below average. Parents work well with the school to ensure that their children attend regularly and on time. This means that pupils are able to make the most of the opportunities for learning and development which are provided.

### **HOW WELL ARE PUPILS TAUGHT?**

12. The overall quality of teaching and learning in the school is good. There is some excellent teaching in reception and in music and science. Lessons are well planned. Good account is taken of pupils with different abilities. Very efficient use is made of time. Expectations of what the pupils can do are high. The quality of teaching in the reception class is especially good, as it was at the time of the last inspection. The quality of teaching is also particularly good in Years 3-6 where it is having a direct impact on raising standards. In Years 1 and 2 the quality of teaching is sometimes good but is satisfactory overall. Throughout the school, learning support assistants provide good support in lessons and contribute well to the progress the pupils make. Pupils show high levels of interest, concentration and independence.

13. Teaching is very good and often excellent in reception. Communication, language and literacy are very well taught. Pupils are encouraged to love books and to read for pleasure and delight. The teacher has the very highest expectations and gives excellent scope for significant numbers of pupils to show that they have the confidence to read aloud to the class with good levels of fluency and expressiveness. The teacher expertly focuses on words and how they are built up in both reading and writing so that all pupils over time have a solid foundation from which to develop their language skills. She provides a very good role model herself for the use of language, which the pupils are able to emulate by speaking in a sustained way, clearly and confidently. Writing is well taught and pupils can write their own stories as well as describing their favourite kind of weather. The teaching of mathematical skills is very good because the teacher makes sure that the children spend their time in worthwhile and challenging activities. She is clear about what children know, the skills they have developed, and how to plan best to take the learning and teaching forward.

14. The overall quality of teaching and learning in English is good. It is better in Years 3-6 than in Years 1 and 2, where it is mainly satisfactory. All lessons have clear objectives which are shared with the pupils so they can see what they are to learn. Teachers are clear and confident when explaining key concepts to the whole class. For the most part they prepare group activities well and take full account of the different needs of individual pupils, including those who are higher attaining pupils. There is a good focus on pupils who find learning more difficult and they are taught with sensitivity. Lessons are well rounded off by teachers to help pupils see what they have learned. Especially good features include the study of texts which are taken from the everyday world, such as advertisements, and fresh ways of looking at familiar stories. Strong stress is placed on teaching key concepts to pupils and on the importance of their knowing and using correct terminology in line with

the recommendations of the National Literacy Strategy. In some lessons in Years 1 and 2 teachers are unsure of aspects of grammar or of the use of punctuation, can sometimes introduce too many objectives which dilute their force and generally show less mastery of the organisation of group activities. In one unsatisfactory English lesson in Year 1, the level of challenge was too great as pupils were asked to compare the features of pupils' spoken version of a text with a printed version read to them earlier. Without the benefit of an extract in front of them, the pupils found it difficult to identify convincingly the critical differences in the use of language. In the same lesson a group of pupils was asked to identify the use of verbs in speech bubbles in comics but the particular nature of the style of writing made this an exceedingly difficult task and frustrated the pupils. In an otherwise satisfactory lesson in Year 2, the teacher did not give enough appropriate guidance to pupils on how they might identify the key points in a non-literary text and the outcomes were not as good as they could have been.

15. In mathematics, teaching and learning are satisfactory in Years 1 and 2 and good from Year 3 onwards. Teachers use their knowledge of the National Numeracy Strategy well in all classes to teach the pupils to communicate mathematically, and to use mathematical language. Lively work covering basic numeracy normally starts lessons and helps to keep pupils on their toes. However, in Years 1 and 2 there is not enough challenge from the teachers once work is started and the activities planned are often undemanding. The pace of lessons is good in Years 3 to 6, and work is carefully matched to the needs of all pupils. Lessons are well organised and pupils know what is expected of them. A striking feature of lessons is the imaginative use of the pupils as partners which give them time to discuss problems with each other. Because of all these positive characteristics, pupils respond well, show a clear understanding of expectations for performance and behaviour and achieve well.

16. Science is well taught throughout the school. The major strengths lie in the planning, the way that learning tasks are matched to pupils' different needs and the clarity with which teachers communicate to pupils what they have to learn. Teachers select a wide range of practical tasks to reinforce and assess pupils' knowledge and understanding. Teachers assess pupils' knowledge and understanding effectively.

17. Teaching and learning in music and design and technology are very good and some excellent teaching was observed in music. In design and technology pupils are good at working co-operatively to solve problems. Pupils know how to make music and to enjoy its effects. Other subjects are taught well as the teachers have a secure subject knowledge and understanding of the National Curriculum. Teachers explain the objectives of lessons to pupils in very clear ways, use time well, make good use of a wide range of resources, have high expectations of all pupils and yet cater for their different needs. Pupils acquire good skills in art and enjoy working in a wide range of media. The staff have good expertise in ICT and teach basic skills very well. Pupils relate their well-developed ICT skills to different subjects and a wide range of contexts. They enjoy role-play and researching in subjects such as history, and can present their findings in different ways. Pupils apply a good amount of intellectual, physical or creative effort into their work. Learning support assistants provide effective help and guidance to pupils and help them to make progress. Teachers set homework regularly which has a good impact on the pupils' learning. There are some excellent sessions where learning support assistants help pupils who have a statement of special educational need. The assistant thoroughly prepared a motivating session where they looked closely at a flower together. They discussed, recognized and named all the parts of a flower such as the petals and the roots.

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

18. The quality and range of learning opportunities are good and have improved since the last inspection. Provision in the reception class is very good with all areas of learning covered well, including physical development, which was a key issue in the last report. A particular strength is the development of children's independent learning skills. There is a seamless transition to the early stages of the National Curriculum. The National Literacy and Numeracy Strategies have been

implemented effectively. There are schemes of work for all other subjects, which was not the case at the last inspection. These are appropriately based on national guidance and on the locally agreed syllabus for religious education. The curriculum fully meets statutory requirements. There is an effective strategy for monitoring and developing each curriculum area.

19. Provision for extra-curricular activities is good. A range of clubs are offered to older pupils, which during the inspection week included chess, art, gardening, wind band and rounders. Years 5 and 6 have opportunities to go on residential trips, including France for the first time later this year. Special events such as book fairs and arts week are held annually.

20. Provision for personal, social and health education is good. Each class has a timetabled slot for delivering a well-mapped programme that includes topics such as feelings, friendship, gender and disability, problem solving. The lessons seen during the inspection were all good with some that were very good. Health education, including drugs education, is covered mainly in science, with pupils having the opportunity to explore, for example, healthy eating, in their research projects. Appropriate provision is made for sex education in Year 6. There are suitable plans to introduce citizenship education next term, which will include the development of a new school council.

21. The school has satisfactory links with the community, with strengths in its links with other schools in the local area. These have resulted in a number of useful initiatives which enhance provision and procedures. For example, there are schemes involving a mathematics adviser and senior mathematics teachers working with able pupils to ensure that they can reach their potential. The local schools have devised a common form for parents to complete when applying to take their children away for term-time holidays. Pupils take part in competitions and festivals with other schools. There is a good relationship with the local sports club next door who allow the school to use its facilities for meetings and some sports activities. Pupils in Year 3 develop their swimming skills at a nearby leisure centre.

22. The school cultivates pupils' personal development well. Provision is good for pupils' spiritual, moral and social development and satisfactory for their cultural development. Assemblies are well planned throughout the year to cover a range of spiritual and moral issues, including festivals celebrated by Christians and other faith groups. During the inspection, the assemblies focused on the theme of 'choices' and made a good contribution to pupils' moral development. They also provided opportunities for pupils to participate through music and role-play, to reflect on the messages given, and to celebrate each other's achievements. There is good provision in many classroom activities for pupils to experience joy in learning, to consider the feelings and emotions of other people, and to work together in pairs, small groups and the whole class. A notable feature is the use of display in and around the hall to reinforce each class's work on topics such as feelings, peer pressure and 'reaching for the stars'. Pupils learn about those less fortunate themselves when they are involved in events held to raise money for charities; for example, nearly £900 was raised for Barnado's last term. Pupils have good opportunities to explore British and European cultural traditions. For example, an arts week is held in June each year when a number of adults connected with the school offer workshops in a range of activities such as dance, drama, poetry, creative writing, pottery, embroidery. A ballet workshop was held recently, prior to Year 6 going to see the English National Ballet production of 'Romeo and Juliet'. Storytellers, actors and musicians visit the school. However, there are few visitors from the range of diverse cultures represented, for example, in the nearby city of Bristol. Although other cultures are referred to in many subjects, overall there is insufficient emphasis on ensuring that the pupils in this rural school are exposed to the richness of different cultural traditions and this is unsatisfactory.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

23. Since the previous inspection, pupils have continued to be well cared for and supported. The school has improved its arrangements for assessment and setting targets, which were key issues at the last inspection.

24. The school's assessment and monitoring procedures are good. Staff know individual pupils, their backgrounds and needs well. Systems for assessing pupils' academic attainment and progress are very good. They are thorough and manageable, enabling staff to see clearly how well pupils are doing, especially in the reception class against the 'stepping stones' from national guidance and in English and mathematics against National Curriculum levels. Helpful recording and monitoring systems are now established for the non-core subjects. Every teacher has a well-organised class assessment file which brings all the information together, and helps staff to identify strengths and weaknesses in the cohort and to target pupils in need of extra help. The headteacher, who has a particular expertise in assessment, has set up an effective tracking system on the computer. She analyses the results of the national tasks and tests in English and mathematics very closely to pinpoint areas that need improvement, for example writing at Key Stage 2. The school has appropriately identified the assessment and recording of reading as an area for development in the current school year.

25. The school's procedures for monitoring and improving attendance are good. They are effective in ensuring that attendance rates continue to be well above average. Registers are marked clearly and consistently by all teachers. The secretary provides good administrative support, for example by reminding staff of procedures, following up unexplained absences and transferring attendance data to the computer. This is monitored monthly by the Education Welfare Officer who works closely with the school to identify and support the very few pupils whose attendance falls below the usual high levels.

26. The school's procedures for monitoring and improving behaviour are good. There are clear policies for behaviour and anti-bullying, codes of conduct for the classroom and the playground, and rewards and sanctions which are well understood by pupils. Behaviour is generally managed well in classrooms, especially in the reception class and classes from Year 3 onward. The provision of an extensive range of toys and equipment in the playground is helping to improve behaviour at breaks and lunch times. A few parents have concerns about the ways in which disruptive pupils and bullying issues are dealt with. Inspectors found that problems are usually handled effectively, and that personal, social and moral education (PSME) lessons are used well to help younger pupils to focus on how to resolve conflicts in the playground.

27. Pupils are supported and guided successfully throughout the school to help them raise their academic achievements and personal development. Children in the reception class are helped to settle in to full-time education smoothly. The whole curriculum, but especially assemblies, circle-time sessions and PSME lessons, are used well to encourage pupils' confidence, independence and self-esteem. Pupils, together with their parents, are involved in the twice-yearly setting and review of clear, precise and effective targets in English, mathematics, ICT and personal development. A range of support groups helps targeted pupils improve aspects of their literacy, numeracy and social skills. These are particularly effective when run by specialist teachers. A notable feature is the very good provision for higher attaining pupils in Key Stage 2 which is designed to challenge and stretch them to achieve the highest possible levels in writing and mathematics.

28. Arrangements for first aid and the supervision of pupils at lunchtime are secure. The headteacher is experienced in child protection and staff know that any concerns should be reported to her. The school is ensuring that staff receive training on local child protection arrangements. Health and safety policies are being up-dated and the health and safety representative has attended a training course recently. Good attention is paid to safety in lessons. The school is working closely with parents and the road safety officer to improve arrangements for the road outside the school, but these remain a hazard, especially when physical education lessons take place on the common opposite the school and when parents deliver and collect their children at the start and end of the school day. The issue identified in the last inspection report regarding the arrangements for the safe entry and exit of pupils to and from the dining area has been addressed by the local authority, but who admit that the layout is less than satisfactory and that the alterations have made no difference to the emergency

evacuation of the canteen. A number of other health and safety hazards were identified during the inspection and reported to the governing body.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

29. The vast majority of parents have confidence in the school, which has a good reputation in the local community and is popular and oversubscribed. There was a good response to the parents' questionnaire and attendance at the parents' meeting with inspectors. Most parents clearly support the school and its current work and ethos. They feel comfortable approaching the teachers, are pleased with the school's expectations for their children and feel that this is happy school which their children like attending. However, a significant proportion of parents expressed concerns about a number of aspects of school life. The inspection team investigated these concerns and found that many, although not all, are unjustified. For example, some parents felt that their children get too much homework. Inspectors found that the provision of homework is good, with a particularly strong feature being the research projects which pupils willingly undertake from Year 4 onwards and which extend their knowledge and understanding of topics in science, history and geography. Some parents do not think that the school provides an interesting range of activities outside lessons, especially for the younger pupils. Inspectors found that the provision of extra-curricular opportunities - which includes lunch-time and after-school clubs and a programme of visits and special weeks - is good, and appropriate for the ages of the pupils. Some parents do not believe that the reward system is fair to those pupils who routinely work and behave well. Inspectors found that all kinds of achievement are celebrated, including continued good work and effort. The pupils interviewed by inspectors were unanimous that the reward system is fair. Some parents are concerned about the school's frequent use of supply teachers. Inspectors are unable to comment as none was seen in the week of the inspection.

30. The school's partnership with parents is not as strong as reported at the last inspection. For example, staff and governors were unaware of the extent of parents' negative, and often misconceived, views about the school. Parent governors provide a useful link for parents to express their views to the governing body. A number of consultation and partnership exercises are carried out, for example to tackle the issue of the safety of the road outside the school. Although some parents are strongly supportive of the headteacher and feel she is always available to discuss any matter, a significant number of parents believe that she has too low a profile around the school. The location of her office at the top of a steep flight of stairs is not helpful to the visibility of her role. The inspection team found that the regular presence of the headteacher in the playgrounds at the start of the school day would increase access to her.

31. The school's links with parents are satisfactory. Much of the information provided is good. Reports on pupils' progress give perceptive detail about pupils' achievements and points for improvement in all areas of learning and development, and there is a good opportunity for parents to comment on them. Parents have easy access to class teachers at the end of the school day, are invited to a class meeting at the beginning of the school year, and receive a curriculum information sheet termly outlining what their child will be studying. Home-school books provide a good means of communication in most classes between parent and teacher and enable parents to see clearly the work their child is doing in English and mathematics. Parents of pupils in Years 2 and 6 are given useful information about the national tasks and tests their children will be taking and how they can help. Newsletters, which are numbered and appear approximately monthly, provide good information about staff changes, school events and policies, extra-curricular activities and pupils' achievements. A few parents commented that some information is given late or not at all, for example about their child's special class assembly. The governors' annual report and prospectus meet statutory requirements and provide clear information about some aspects of school life, such as the school's success in implementing its special educational needs policy and its expectations for homework. However, the governors' annual report is very brief and misses the opportunity to fully celebrate what the school has achieved over the past year. The prospectus is a rather dull document with, for example, no involvement by pupils in its design. The school is appropriately planning to improve its prospectus.



32. Parents' involvement with the work of the school and their children's learning is good. This has a significant impact on the progress pupils are able to make. Parents ensure that their children attend school regularly and on time. They listen to their child reading at home, and allow their computer to be used for homework. At the twice-yearly consultation meetings, parents are involved very well in discussing and reviewing their child's written targets in English, mathematics, ICT and personal development. A very successful writing workshop, held recently, informed and involved parents in the school's aim of improving standards in writing. Parents support social and fund-raising events organised by the very active parent teacher association. Significant amounts of money are raised for the school which are spent on items such as new equipment for classrooms and much-needed resources for physical education. A number of parents help in school, for example in lessons or in the newly refurbished library. Parents have also set up and run the after-school club.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

33. The school is well led. The headteacher has a clear view of the needs of the school, identifies appropriate areas for action, and monitors progress. Despite considerable turnover of staff and the loss of key personnel, the school is stable and headteacher and staff work very effectively as a harmonious team to get things done. There is a very strong sense of purpose in the school and morale is high. The role of the recently appointed deputy headteacher is clearly defined and the duties are carried out with vigour and commitment which is beginning to influence the quality of teaching and learning in the school, especially in Years 3-6. The programme for the monitoring of teaching and learning is good and has covered lessons in English and mathematics this year. However, inspectors have identified areas for improvement in Years 1 and 2 in addition to those that the school has. There are good plans in place to extend this programme to other subjects next year. Leadership and management are good and have been effective in raising standards by the time the pupils leave the school. There are good plans for future improvement. The school's aims and values are reflected in its work. The quality of leadership and management described at the time of the last inspection has been maintained and some aspects, notably those connected with target setting, have been strengthened.

34. The roles and responsibilities of staff are well developed and teachers are effectively deployed. The development of the roles of subject co-ordinators, a key issue at the time of the last inspection, is now well underway. All co-ordinators are aware of the part they have to play in raising standards. They take their duties seriously and work hard and to good purpose for the good of the school as a whole. The area of special educational needs is well managed. The needs of the pupils are carefully analysed, appropriate arrangements are made for meeting them and clear and accurate records of their progress are maintained.

35. Overall, the support forthcoming from the governing body is satisfactory. It assists the school well in the appointment of staff and has helped to improve facilities but has not yet fully developed its role of holding the school to account. It is uncertain itself about the areas that the school needs to develop and leaves much in the hands of the headteacher. Whilst some of its members help in the school, this useful experience has not been fully developed in such a way as to provide more knowledge about key aspects of the school's overall performance for the benefit of the whole governing body. There are also some safety concerns which need to be addressed. The governing body has, however, helped the school to introduce an effective programme for performance management and to set challenging targets, both for the headteacher and staff. Governors have also observed the teaching of literacy and numeracy and provided a report to the full governing body. This is having a positive effect on school performance.

36. The school has recently seen considerable staff turnover but has managed to staff the school at appropriate levels and to deploy them appropriately. Support staff help pupils to learn effectively. The school is well resourced. Good use is made of its recently opened ICT facility. The school has a good range of books, which helps to widen pupils' reading. Especially good use is made of the common for sport, physical education and the study of the environment. Staff are encouraged to

benefit from further training and the benefits of this can be seen in the overall quality of teaching in the school, particularly in reception and in Years 3-6.

37. The finances of the school are well organised and all the appropriate procedures are carefully carried out. It is clear that all the specific grants are properly used for suitable purposes. The headteacher and governors have a satisfactory understanding of the principles of best value because the school tries to get best value for its purchases and compares its overall performance with similar schools. Given that pupils enter the school with attainment which is above average and achieve well, without attracting costs which are significantly above those of similar schools, the school is giving good value for money.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

38. The school should:

- i. improve standards of writing in Years 1 and 2 and ensure that pupils are always fully extended in mathematics lessons in these years and that rigorous monitoring takes place;  
(paragraphs 3, 49, 53, 60)
- ii. improve the evaluative role of the governing body so that it is able to work closely with the headteacher on ensuring that the school promotes and sustains the highest possible standards;  
(paragraph 35)
- iii. address the health and safety issues which have been drawn to the attention of the governing body;  
(paragraph 28)
- iv. improve the dialogue with parents by:
  - ensuring that parents are aware of the range of channels through which they can express any concerns to the senior management team and governing body.
  - seizing opportunities to share and celebrate the school's achievements.(paragraphs 29-31)
- v. ensure that pupils have a good understanding of different cultures and beliefs in Britain today.  
(paragraph 10)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	17	22	12	1	0	0
Percentage	5	31	40	22	2	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 about two percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	176
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR- Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	16

### Attendance

Authorised absence	%
School data	3.9
National comparative data	5.6

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

**Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	19	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above *	Boys			
	Girls			
	Total	26	27	26
Percentage of pupils at NC level 2 or above	School	93 (96)	96 (96)	93 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above*	Boys			
	Girls			
	Total	26	26	25
Percentage of pupils at NC level 2 or above	School	93 (96)	93 (96)	89 (96)
	National	85 (84)	89 (88)	89 (88)

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

**Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	9	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above*	Boys			
	Girls			
	Total	18	16	19
Percentage of pupils at NC level 4 or above	School	86 (81)	76 (71)	90 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above*	Boys			
	Girls			
	Total	14	17	14
Percentage of pupils at NC level 4 or above	School	67 (81)	81 (81)	67 (71)
	National	72 (70)	74 (72)	82 (79)

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

\* Data for boys and girls has been excluded because the number of either boys or girls in the year group is less than ten.

**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	146
Any other minority ethnic group	5

*This table refers to pupils of compulsory school age only.*

**Teachers and classes**

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	20
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	108

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	4.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Exclusions in the last school year**

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

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

**Financial information**

Financial year	2000-2001
	£
Total income	399,401
Total expenditure	401,362
Expenditure per pupil	2,230
Balance brought forward from previous year	39,207
Balance carried forward to next year	37,246

*Results of the survey of parents and carers*

Questionnaire return rate

Number of questionnaires sent out	176
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	53	6	0	0
My child is making good progress in school.	45	45	8	2	0
Behaviour in the school is good.	31	58	8	0	3
My child gets the right amount of work to do at home.	19	50	22	9	0
The teaching is good.	42	48	5	0	5
I am kept well informed about how my child is getting on.	28	50	17	2	3
I would feel comfortable about approaching the school with questions or a problem.	55	36	8	0	2
The school expects my child to work hard and achieve his or her best.	47	47	5	0	2
The school works closely with parents.	19	55	23	3	0
The school is well led and managed.	25	38	17	9	11
The school is helping my child become mature and responsible.	41	47	8	0	5
The school provides an interesting range of activities outside lessons.	27	33	20	9	11

## **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**

39. The provision for children in the foundation stage is very good and has enabled the school to build upon the good standards found at the previous inspection. Children are admitted to the reception class in the September following their fourth birthday. Most have attended a nursery or a playgroup before coming to school. At the time of the inspection there were 23 children in the reception class and they were taught by a teacher and a full time learning support assistant. The children settle well into school life. Their attainment on entry is above average. One child has currently been identified with special educational needs. Baseline assessment information is carefully collated and contributes to the ongoing assessment procedures carried out during the year. The use of assessment to inform planning is very good. Targets are set by the school regularly through the year and agreed with parents. Resources, including outdoor provision, are good. This is an improvement from the previous inspection. By the end of the reception year, most children exceed the early learning goals in all areas of learning and many are already working on the National Curriculum. This year the children are achieving very high standards in communication, language and literacy and mathematical development. This is because of the very good and often excellent teaching. All groups of children make good progress in all of the areas of learning. The school follows the nationally recommended foundation stage curriculum.

#### **Personal, social and emotional development**

40. Children's personal, social and emotional development is very good and they make good progress. By the end of the reception year most children will exceed the early learning goals. The staff create a safe and supportive learning environment in which the contribution of all children is valued. The children enjoy coming to school and happily leave their parents or carers. The teaching is very good as it focuses on providing opportunities for independent learning and also includes opportunities for the children to co-operate and work together in different sizes of groups. Children co-operate well with each other and many can work in groups for long periods of time concentrating well. They settle into school routine well because the teachers are very organised and well supported by the learning support assistants. Ability to work independently is very well developed. Children have a clear understanding of right and wrong because the teacher identifies expectations clearly. The children line up, fetch drinks and go to the toilet independently. They develop a sense of responsibility because procedures and expectations are clearly stated. There are smooth transitions from one period of activity to the next and consistency in adult expectations and support. A very good feature of the teaching is the planning sessions, where twice a week the children are able to plan their activities and choose which activity they are going to do. They colour in a box on their card when they have chosen and know they have to choose an activity they have not done before. This contributes very effectively to their personal, social and emotional development. Children with special educational needs are well supported and encouraged to develop their ability to focus on an activity and concentrate on the task.

#### **Communication, language and literacy**

41. Standards in speaking, listening, reading and writing are high and the children make very good progress. The children exceed the early learning goals by the end of the reception year due to the excellent teaching and support in the reception class. Teaching is so good because she observes and responds very well to the children. She has an excellent knowledge of how the children develop and learn and a clear understanding of possible next steps in their development and learning. The children learn at a fast pace. Their listening skills are very good and they have high levels of concentration. They listen closely to what the teacher says and answer questions very well, talking with a good level of detail about their work in school. In mathematics they explain how they work out calculating sums of money such as four lots of 2 pence. They make their own suggestions and use

the words more or less with complete understanding. At the end of a dance lesson they can describe how their bodies feel and say 'My heart is beating faster'. They show a real enjoyment in books and read very well along with the teacher having no difficulty with words such as 'amazing' and 'zebra' and making very good attempts at words such as 'dizzily'. They all shout STOP and know they have to shout it because the words are big. Some children are already reading fluently and with expression. The teacher inspires the children, is constantly drawing attention to important aspects of early literacy skills and shows very high expectations. She expertly draws out words beginning with 'w' and helps the children to see how they can write the words accurately by referring to the sounds. They know the letters of the alphabet and respond very well when the teacher asks them to put their names in alphabetical order. Standards in writing are high and most pupils easily write simple sentences using capital letters and full stops. Some of them have already achieved the earliest level of the National Curriculum and are making good progress at the higher levels. They independently write stories about the Three Little Pigs and about their favourite kind of weather. The children are confident in speaking in front of the school when they present their play about the Three Little Pigs.

### **Mathematical development**

42. Standards of work seen are high and the children make very good progress. Teaching is very good and most children will exceed the expected levels of learning by the end of the reception year. The teacher makes sure that the children spend their time in worthwhile and challenging activities. She is clear about what children know, the skills they have developed, and how to plan best to take the learning and teaching forward. High attaining children in reception identify and add and record problems on the addition of money and know they need a 2 pence and 1 pence coin to make 3 pence. They can count up to one hundred and the most able can work out  $4 \times 10$ . Teaching is constantly challenging and shows high expectations for the children's attainment. In registration the children calculate accurately that if there are 23 on roll and 3 are absent then there are 20 present. Lower attaining children play in the café and order food and pay for it with the right coins. They are well supported by the learning assistant. The children concentrated very well when laying the table, making sure all the boys and girls in the cafe had a matching colour plate, knife and fork set. The sessions at the end of lessons are very well used to praise the children for their achievements and then to add further challenge such as what coins are needed to make 6 pence. The teacher uses every opportunity to reinforce learning. Each child mentally works out problems such as '1 less than 6' before they join the orderly line for lunch.

### **Knowledge and understanding of the world**

43. The children exceed the early learning goals in knowledge and understanding of the world by the end of the reception year. Standards of work seen are above average. Teaching is very good. The teacher provides challenging activities, within which children explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress. All children achieve well in this area of learning. The teacher captures children's attention well and conveys a sense of enthusiasm for the environment. Activities are based on first-hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion. During the inspection, the children walked round the common in front of the school. They observed many different features such as the bus stop, cricket pavilion and war memorial. The teacher was careful to reinforce vocabulary such as *next* and *opposite*. Back in class they each had a photograph of one of the features and placed it on a large floor map explaining their decision. They make very good progress in their geographical knowledge because of the very good questioning by the teacher which makes them think deeply before they answer and extends the children's language. They write about features they like and dislike. The children also learn skills using a range of tools such as computers and scissors. They use glue, scissors and boxes to make model houses. They are very confident on the computer creating pictures to accompany the story of Cinderella and to make mother's day cards. They work well in pairs building words such as 'blot' and concentrate very well. They show an awareness of change by discussing the changes in nature during the four seasons and some can tell you which follows which. The children use magnets and look at building materials



found in the school such as wood, glass and stone, showing high levels of interest. A good range of construction kits is well used.

### **Physical development**

44. Most children exceed the early learning goals by the end of the reception year. Teaching is good and was very good in the dance lesson observed. The teacher plans the environment carefully by making full use of available space, indoors and outdoors. Clearly understood routines help the children to gain confidence and independence. Most children change clothing independently and they are developing a good awareness of space. The teacher encourages the children to change quickly through the effective use of a large egg timer to show the passing of time to the children. The children's learning is very good and they find their own space and move sensibly alongside others. They walk safely round the hall without bumping into people and then run. They show feelings through their faces and bodies, making small, twisted and wide shapes and performing them to music. The teacher reinforces appropriate responses and asks children to demonstrate in front of the class. The children move with control and co-ordination. There are appropriate opportunities for outdoor play and the children ride a selection of wheeled toys with control and confidence. Children practise climbing, balancing, and swinging on the climbing equipment. They achieve well in fine motor skills because they are encouraged to improve their manipulative and fine motor skills with a range of appropriate activities. They use pencils, crayons, and scissors and paint brushes effectively and with confidence. Children use the play dough to develop their ability to squeeze, mould and shape the dough into animal shapes. Good organisation contributes to children's enjoyment of all activities.

### **Creative development**

45. Children exceed the early learning goals by the time they enter Year 1. The quality of teaching in this area of learning is very good. Lessons are very well planned with clear purposes for all activities. The children experience a rich range of activities and these are very well organised. They mix paints and explore colour and use pencils and crayons and complete simple collages. They select strong colours to do paintings of a town, selecting whether they need a thick or thin brush. They observe and paint leaves and do leaf prints. They paint self portraits, showing feelings on their faces. They write their own sentences underneath in speech bubbles such as 'I feel excited on my birthday'. They draw bluebells in the springtime, choosing the shade of blue very carefully. They talk to the teacher in detail about their work at the end of the lesson. There are good opportunities for children to explore and handle a range of musical instruments. No lessons were observed but inspectors watched a video of a performance of 'The Three Little Pigs' in assembly. The children use a range of instruments and act out the story. The teacher makes sure that they all enjoy singing and learning the words of new songs and they confidently sing a range of songs from memory. Role-play activities promote the development and use of language. In the café, the children decide what food they would like to order from the menu and then give their order to the waiter or waitress.

## **ENGLISH**

46. In the 2001 National Curriculum tests, pupils at the end of Year 2 achieved standards in reading, writing, and in speaking and listening which were well above the national average. In comparison to schools with a similar intake, standards were well above average in reading and average in writing. The standard of pupils' writing observed during the inspection was not as high as the tests indicate. This is partially explained by the fact that the current cohort of pupils is less able. However, there are also some weaknesses in the current teaching, which mean that pupils are not always given clear guidance as to how they might improve their spelling and choice of vocabulary. Despite the current standards of writing which are average, because the standards of reading and speaking and listening are above average, English standards overall are also above average in Years 1 and 2.

47. Pupils at the end of Year 6 attained standards in the 2001 tests which were above average in comparison with all schools although standards were average in comparison with those of similar schools. However, when comparing their performance now with that in the tests at the end of Year 2 the pupils have shown good improvement. At the time of the last inspection, pupils were not building on this early achievement and standards needed to be higher by the end of Year 6. This is now being achieved and overall standards are better. Throughout the school, pupils read well. They make confident use of books, treat them properly and enjoy reading stories and using books to find information. Pupils of all abilities do well in all aspects of the subject in Years 3 to 6.

48. Throughout the school, pupils with special educational needs achieve well because their weaknesses are carefully identified and are well addressed. The school takes particular care to ensure that these pupils benefit from the literacy hour by adapting tasks to their needs. Higher attaining pupils receive good levels of challenge, respond well and reach standards which are above average. The achievement of pupils is good from Year 3 through to Year 6 but needs to be higher in writing in Years 1 and 2 where cohorts are less able than in previous years and there are some weaknesses in teaching.

49. By the end of Year 2, the majority of pupils are beginning to read confidently. They have the means for tackling unfamiliar words. The accuracy of their reading and its expressiveness are above average. Standards in speaking and listening are above average. Pupils are confident when speaking and on the whole listen well. The overall standard of writing is average. Pupils are able to write clearly in sentences to convey meaning. They use basic punctuation marks to help the reader make sense of their writing. The work of the most able shows that they are becoming reflective and can write with particular aims in mind. The standard of handwriting of the majority of pupils is satisfactory. Pupils' overall progress in all aspects of the subject is satisfactory but they need to achieve more in their writing by using more extended and complex sentences, writing on a wider range of themes, using more adventurous vocabulary and paying greater attention to spelling accuracy.

50. By the end of Year 6, the majority of pupils have made good progress and are particularly benefiting from the effective teaching of the literacy hour. The majority read confidently and fluently and their levels of understanding are well above average and in some cases are high. Their writing has improved in range and technical accuracy although it is still weaker than their reading. Some writing work still shows that basic spelling errors persist. Pupils have grasped that they can write in different ways to create different effects and the most able are beginning to adapt the style of their writing to suit its purpose. Pupils speak confidently and fluently and express themselves very clearly. They are eager to communicate. Their listening skills are good. Standards are above average. Pupils are very well prepared for the challenges of secondary education. Pupils with special educational needs are eager to improve. They are well supported by good teaching by learning support assistants who carefully adapt work to help them cope with the same demands as those made on other pupils and by enthusiastic teaching in 'booster' classes where pupils respond strongly to the enthusiasm of their teacher and make good progress.

51. The quality of teaching and learning overall is good. Lessons are largely satisfactory in Years 1 and 2. They are good in Years 3-6. Learning support assistants provide good support and enable lower ability pupils to make good progress by interpreting the lesson objectives in terms which the pupils understand and providing good learning activities. The attitudes of the pupils are positive. The pupils show interest, good levels of concentration, are ready to learn and behave well. Teachers use their knowledge of the National Literacy Strategy well in all classes to help pupils learn how use their own language effectively. Introductions to lessons are clear and well timed. ICT is well used to extend literacy skills in all classes.

52. In Years 3 to 6, there is a good match of work to the needs of all pupils, including those with special educational needs and the higher attaining pupils. Teachers provide good support to

individual pupils. Lessons are thoroughly planned. Booster classes in Year 6 are well taught. In these lessons, the teaching is enthusiastic, relationships are excellent and the pupils show that they want to learn. The pupils make good progress. An especially good feature of lessons in all years from 3 to 6 is the level of challenge. Especially good use was made of advertising copy in a Year 4 lesson to provide an exacting editing task for all pupils. Pupils in Year 5 grappled well with the meaning of a text set in a time period very different from their own. Year 6 pupils expanded their range of language and were kept on their toes by considering if Cinderella herself was somehow responsible for the misfortunes that befell her.

53. Most of the weaker elements of teaching are found in classes in Year 1 and 2 and include uncertain subject knowledge, especially in relation to grammar and the use of punctuation, and some aspects of presentation. In a Year 1 lesson, the whole class session went on for too long, which meant that the attention of pupils began to wander. The requirement for pupils to compare the use of the spoken word with the written form was very demanding and needed to be presented in a clearer and more simplified form so that they could all grasp the concept. A group activity in which pupils were required to identify verbs was unsuccessful because of the use of inappropriate resources and learning was unsatisfactory. In a Year 2 lesson, which was satisfactory overall, a group activity where pupils were required to research a text on marine life would have been more effective if the teacher had provided closer guidance as to how the task might be achieved.

54. In learning as a whole, standards of literacy are above average. The school has done well to ensure that the literacy skills of the pupils are reinforced and exploited in other subjects. It is one of the major reasons why pupils are learning so successfully in subjects as a whole and why they are achieving such good standards from Year 3 onwards. For instance, pupils' competence in reading is helping them to learn effectively in subjects such as geography and history. The confidence with which they use the spoken word means that teachers are able to explore ambitious ideas with them in subjects such as music and art. Their overall competence in writing, especially the way in which they organise their ideas, particularly in Years 3-6, means that pupils get the most from their learning and also that they are very well prepared for the demands of secondary education.

55. The leadership and management of English are good. There is a regular programme of lesson observations. Because of the quality of her own teaching, and the quality of her thinking, the subject leader commands respect. Resources are varied and extensive. Good use is made of information and communication technology to extend further the range of pupils' work. A particularly good example of its use being observed in a Year 2 class was when pupils were helped to work effectively on their lap-top computers by the use of templates in the form of writing frames. Appropriate priorities for development have been identified. Procedures for assessing pupils' attainment and progress are good and these are being well used to guide curriculum planning but pupils need to have more written feedback as to how they can improve their work, especially their writing in Years 1 and 2.

## **MATHEMATICS**

56. In the 2001 National Curriculum tests, the pupils at the end of Year 2 attained standards that were well above the national average and above the standards of school with a similar intake. Pupils in Year 6 attained standards that were in line with those nationally but below those of similar schools. Inspection evidence has found a different picture of the standards in 2002. Standards in Year 2 are not as good and are above average. This is due to the ability of the different cohorts but also to weaknesses in the teaching. Standards in Year 6 are better than they were in 2001 because the school has identified specific areas for improvement and has been successful in raising the attainment of the higher attaining pupils. By the time they leave the school, the pupils have attained higher standards than those found at the previous inspection. Pupils throughout the school develop a good range of mental calculation skills and use these confidently in different settings. This year the rate of progress for pupils in Years 1 and 2 is good for the lower attaining pupils. It is satisfactory for other pupils but could be better. Rates of progress are good in Years 3 to 6 for all pupils, including those with special educational needs and the higher attaining pupils. Pupils are given good opportunities to extend their

learning through challenging activities such as problem solving. The successful introduction of the National Numeracy Strategy has helped pupils to improve their skills in mental arithmetic and to gain in confidence in using and applying mathematical knowledge to solving problems. Trends over the last three years show that girls do better than boys.

57. By the end of Year 2, pupils are good at using mental calculation to add, subtract, divide and multiply simple number problems. They have a good grasp of mathematical language and can discuss what they have done and explain their results. In a Year 1 lesson, when calculating different ways of making 8 pence, pupils will contribute quickly with comments such as 'I've got a different way'. Pupils in Year 2 can solve simple problems with money such as 'If I have a pound and spend 45 pence, how much have I got left?' They understand an angle as a measure of turn using whole turns and half-turns. They make good progress in estimating length using centimetres. However, not enough is expected of the pupils and they could do better if the teaching was more focused on challenging the higher attaining pupils. Day to day assessment does not identify just how good these pupils are and much of the work planned is insufficiently challenging. Work completed in books is not well presented and does not show a good enough development in skills. A lot of work is unfinished. There is insufficient identifiable progress from the high standards achieved in the reception year. In a lesson in Year 1, the higher attaining pupils were working on recording money problems with amounts to 25 pence when they were capable of working with numbers much higher.

58. By the end of Year 6, standards are above average. Pupils in Years 3 to 6 make good progress in all aspects of mathematics and this is largely due to challenging teaching. Pupils use the number system confidently and work well in the four number operations. By Year 4, pupils understand and use six digit numbers. Pupils in Year 5 mentally work out fractions of 78 and pupils in Year 6 can multiply or divide large numbers accurately. They will try to tackle a problem with mental methods before using any other approach and explain their methods and reasoning. Pupils understand simple equivalent fractions and recognise the equivalence between the decimal and fraction forms of numbers. Pupils make good progress in exploring features of shape and space and develop their measuring skills in a range of contexts. In a Year 3 lesson, pupils accurately pinpoint and measure millilitres on different containers and record their measurements of given amounts. Year 4 pupils understand the angles in an equilateral, isosceles and right-angled triangle. By the end of Year 6, pupils show a good understanding of co-ordinates and use their knowledge of shape to find co-ordinates of missing corners of a square or rectangle. They have a good knowledge of axis and negative numbers.

59. ICT is well used throughout the school. Pupils in Year 3-6 create databases making good use of ICT. They interpret tables, lists and charts used in everyday life. Pupils in Year 3 produce a database on their height, weight and colour of eyes. Year 5 pupils use formulae to work out the perimeter of rectangles and enter the information onto a spreadsheet. There are some good links with history when pupils study census records and draw conclusions about the differences between 1841 and 1891. Literacy skills are used well in Years 3-6. Pupils' work is neatly presented and well written. The attention to mathematical vocabulary throughout the school makes a good contribution to pupils' speaking skills.

60. Teaching and learning are satisfactory in Years 1 and 2. They are good in Years 3-6 with some very good lessons in Years 3 and 6. There is a setting arrangement in Year 6, which is having a good impact on standards and this term it has included a teacher from the secondary school who teaches the most able pupils. Learning support assistants provide good support in lessons and contribute well to the progress the pupils make. Pupils have very positive attitudes, enjoying the regular homework and working hard and at a good pace in most lessons. Their behaviour is good. Teachers use their knowledge of the National Numeracy Strategy well in all classes to teach the pupils to communicate mathematically, including the use of precise mathematical language. Lessons begin by testing pupils' mental agility, introductions are clear, well paced and effective. In Years 3 to 6, there is a careful match of work to the needs of all pupils, including those with special educational needs and the higher attaining pupils. As a result, pupils remain on task and work hard. Pupils are

left in no doubt as to what is expected of them and how much time they have to complete tasks. Teachers move around the room giving good support, checking on any difficulties and providing additional guidance. A very good feature of some lessons is the 'Maths partners' which give pupils time to discuss problems with each other. Pupils respond well to this, having a clear understanding of expectations for performance and behaviour. The very good lessons are characterised by high expectations from the teachers and detailed planning with a meticulous attention to the needs of all ability groups. Sessions at the end of lessons contain extra challenge for the pupils such as 'Do the pupils know the relationship between millilitres and litres?' In Years 1 and 2, the initial sessions to the lessons are good and teachers discuss topics well with the pupils. The pace of these sessions is also good but sometimes time is wasted by silly behaviour and calling out from a small group of boys. Pupils know their targets, which are written at the front of their books. They organise themselves well into groups and can work well independently. However, there is not enough challenge from the teachers once work is started and the activities planned are often undemanding. The teachers do not have high enough expectations of the quality and quantity of work to be completed. Sometimes the sessions at the end of lessons to consolidate and extend the pupils' learning do not take place.

61. The leadership and management of mathematics are good. There is a regular programme of lesson observations and the subject leader conducts lesson demonstrations and regularly reviews the pupils' work. However, inspectors identified additional areas for improvement, such as the challenge for higher attaining pupils in Years 1 and 2. An action plan has been produced and identified problem solving as a priority. Procedures for assessing pupils' attainment and progress are good and these are being well used to guide curriculum planning. Careful analysis of tests has also identified fractions, data handling and shape and space and this is now being well addressed by the school. However, day to day assessment by teachers in Year 1 and 2 is not identifying accurately how much the pupils are capable of. The school is well resourced for mathematics and there is a good range of books to support the teaching.

## **SCIENCE**

62. In the 2001 national tests at the end of Years 2 and 6, pupils' attainments were average in comparison with all schools nationally, though below average when compared with schools with similar intakes. These results show a decline since the last inspection, when standards at ages 7 and 11 were above average. However, the teachers' predictions for 2002 show a slight improvement at ages 7 and 11, with an anticipated increase in the percentage of higher attaining pupils achieving the higher levels. The evidence of the inspection supports their forecasts. Standards this year are above average. All pupils, including the gifted and talented and those with special needs, are making good progress. Boys and girls attain equally. All pupils have positive attitudes towards work. They enjoy their science lessons, particularly practical investigative work. Presentation of work is usually good.

63. By the end of Year 2, pupils sort living things from non-living objects, magnetic from non-magnetic, plants from animals, man-made from natural fibres. All pupils compare the movements of a toy car and a toy lorry in terms of their speed and distance travelled. The higher attaining pupils construct a fair test to find out which travels further on a smooth and a rough surface. They link cause and effect in simple explanations and make a simple generalisation about why these vehicles go further when pushed harder. All pupils can construct a circuit to light a bulb, using a battery and electric leads. They explain why the bulb will not work if the bulb is only connected to one terminal. They record their successful and unsuccessful circuits as clear and accurate drawings. However, teachers need to increase opportunities for written recording and the use of results tables, particularly for the higher attaining pupils, to record the pupils' observations in a wider variety of methods.

64. By the end of Year 6, all pupils carry out a fair test and draw conclusions from their data when adding paper clips to a spinner and measuring the duration of spin. Pupils can explain the differences between pitch and loudness. They know what parts of musical instruments vibrate to produce sound. They know that sound passes through solids, liquids and gases. They can predict what will happen to grains of rice on a drumhead when it is struck, and explain why the rice will

vibrate even when the skin on the bottom of a snare drum is struck. All suggest ways to change the pitch or loudness of a variety of instruments. They draw conclusions consistent with the evidence, hypothesising about the purpose of a violin body in the transmission of sound. The higher attaining pupils make predictions based on their scientific knowledge and understanding, for example, that shorter rulers have a higher pitch because they vibrate faster when flicking them on a table edge. Pupils can construct a graph that shows the amount that the shadow of an object grows as it is moved away from a screen and towards the light source. Working in trios, they can practically demonstrate how the Earth orbits the Sun and the Moon orbits the Earth. They all know that the Moon merely reflects light from the Sun, and the higher attaining pupils can explain how a solar eclipse occurs. Higher attaining pupils record observations and measurements systematically in an extended project about the human body that describes the main functions of the heart and circulatory system, while all pupils design a revision guide for science as a homework project.

65. The quality of teaching and learning is good throughout the school and there are some excellent lessons. ICT is used well. The teachers plan their lessons very well, with tasks well matched to varying needs. The teachers make clear what is to be learned. They place a good emphasis on the development of pupils' skills of scientific enquiry and their acquisition of correct scientific vocabulary. Teachers have very good subject knowledge and clearly express the objectives of the lessons to their pupils. Good use is made of visual aids. Teachers select a wide range of practical tasks to reinforce and assess pupils' knowledge and understanding. Time is set aside at the end of the lesson, to 'pull together' what has been learnt, to share experiences and to assess the pupils' knowledge and understanding of what they have learnt. Pupils take obvious delight in their successes, for example, when they discover another way to light the bulb. In the excellent lessons, teachers demonstrate very good subject knowledge. Lessons proceed at a demanding pace, and pupils are given specific deadlines for task completion, for example 'You have two minutes to finish this'. By Year 6, pupils are curious and knowledgeable, asking sophisticated questions and giving reasoned explanations for their ideas about the Solar System.

66. The co-ordinator manages the subject well. A detailed policy, schemes of work, marking and assessment procedures are in place. Resourcing is good, enabling staff to meet National Curriculum requirements. The quality of teachers' planning is monitored at half-termly staff meetings, though no classroom observations have yet taken place: these are scheduled to happen in the autumn term 2002 and the spring term 2003. A careful analysis of pupils' performance in the 2001 tests has been carried out. This has revealed that pupils had difficulty with the more complex graphical interpretations, failed to fully explain comparisons, were weak in some aspects of their knowledge of physical processes, and had difficulties with transferring their knowledge to new contexts. Remedial strategies have been devised, recorded in the subject development plan, with the intention of further raising pupils' skills in investigative science, and further improving the use of ICT to improve teaching and learning.

67. The subject makes a positive contribution to the pupils' personal development, through encouraging concern for the environment and for living things and by fostering collaborative work in practical situations.

## **ART AND DESIGN**

68. Pupils' attainment at the end of Years 2 and 6 is above that expected nationally, an improvement in Year 6 since the last inspection. Pupils, including the gifted and talented and those with special educational needs, make good progress. No lessons were being taught during the inspection, but evidence was obtained from discussions with teachers, a scrutiny of teachers' planning and pupils' work and displays around the school.

69. By the end of Year 2, pupils can create colourful seasonal pictures, decorated handprints, framed self-portraits, colour mixing spectra and shape and leaf prints. They use advertisements as starting points for their own images, for example, incorporating a picture of the countryside as the

centrepiece for a larger landscape drawing. They use aerial photographs effectively as a stimulus to draw maps of the surrounding area. They produce accurate and detailed line drawings of buildings in the locality and of artefacts in the local church. They use ICT well to do painting and drawings of people and animals making good use of the available tools such as the colour and brush tool.

70. By the end of Year 6, pupils draw detailed pictures with clear and firm lines, making attractive use of colour to produce high-quality representations. For example, Year 4 pupils use objects and clothing within their self-portraits to illustrate aspects of their personality and characteristics, linked to their work on Hindu symbolism in religious education. Pupils paint in a bold and bright style to illustrate characters from 'Romeo and Juliet' after a visit to the English National Ballet. Year 6 pupils design and make good Aztec-style ceremonial head dresses, using design sheets and mock-ups, re-evaluating their intended methods and materials prior to construction. They produce skeletal sketches of the human body in different poses, evaluating their own efforts in terms of the bodily proportions and expressing preferences regarding their favourite sketches. They identify what went well in their work, what they would do differently in the future and what they have learnt that would be useful for further art work. They make good use of ICT, using clip art and digital cameras effectively to make a web page.

71. High quality planning ensures that pupils acquire skills consistently throughout the school and enjoy the opportunity of working in a wide range of media. There is a strong emphasis on recording from first-hand observation throughout the school. Pupils use a range of materials and processes, experimenting with tools and techniques in different colours, pattern, texture, line and tone. Attractive displays enhance the school environment, such as the entrance hall display that welcomes visitors in a variety of languages, on labels produced by pupils on the computer. Other displays motivate and interest pupils in aspects of art, such as optical illusions.

72. Pupils enjoy an appropriate range of extra-curricular art activities, such as the arts week in the summer term that incorporates a wide range of artistic activities, and the art club: members are attentive, concentrating carefully on instructions when they are reminded about safe working practices at the beginning of an activity on mask-making.

73. The subject is well led. Policies for art and display are in place, together with schemes of work that provide the foundation for the monitored half-termly plans. Effective strategies for monitoring pupils' progress are also in place. Resources are satisfactory with a very good range of consumable materials. The recently appointed co-ordinator oversees a subject development plan that addresses the main areas for improvement. These include the identification and purchase of an appropriate and more sophisticated art package for older pupils to promote and reinforce learning and staff training to further develop teacher confidence in using pictures and artefacts. There is also a need to clarify the confusion over the purpose of the sketchbook that is used throughout the school.

## **DESIGN AND TECHNOLOGY**

74. By the end of Years 2 and 6, attainment is well above that expected nationally which is a very good improvement since the last inspection. All groups of pupils make good progress.

75. By the end of Year 2, pupils make a jointed puppet from card and paper fasteners. They generate and develop ideas by shaping materials and putting together components, explaining in simple terms how it works. They design and make good models of Incy Wincy Spider, a character in a poem, selecting from a range of materials such as cotton reels, pulleys and boxes. They communicate their ideas in drawings that show details of the intended models, listing components and describing how to construct it. They can weight the spider to make it 'fall' and add a range of individual additions, such as winding handles and decorations for the mechanism.

76. Year 3 pupils design tasty sandwiches and identify the functions of their selected ingredients. Their efforts are celebrated and recorded in a display of digital photos that show pupils designing and

making their own sandwiches, with adjectives describing their qualities as part of the evaluation process. Pupils in Year 4 produce sketches of chairs, highlighting their important features. They design and make very good models of chairs, intended for teachers or book characters, producing well-constructed and attractive models from a range of card, paper and fabrics. Finally, they evaluate their final product according to the initial design criteria. By the end of Year 6, pupils know how to make strong structures using straws or lollipop sticks, joining them in a wide variety of ways. They incorporate what they know about strong structures into designs for a reception class playhouse that must be strong, safe, dry inside, and suitable for boys and girls. They annotate their designs with colour-coded struts to indicate construction components of the same length. All pupils work very well co-operatively in pairs to try and find a way of constructing a suitably sturdy framework and mechanism that produces transference of rotation correctly, to drive a fairground roundabout. They all show a clear understanding of the situation in which their design will have to function. They make selections from an extensive range of equipment, modifying their plans as appropriate through discussion.

77. The quality of teaching is very good, particularly with regard to the quality of planning, the high expectations of pupils' performance and the extensive range of appropriate practical activities. Careful questioning enables pupils to identify the problems that they face, but without providing them with possible solutions. Good use is made of the session at the end of lessons and pupils share the difficulties faced and solutions found, for example, when identifying the problems posed for efficient power transfer by motor and pulley spindles that are not parallel, and how they overcome this difficulty. Pupils respond quickly and positively to teachers' instructions and their behaviour is good. They eagerly participate in the motivating activities, even when their experimentation takes them down a 'blind alley', and exhibit much enjoyment and enthusiasm as effective solutions are discovered.

78. The subject is well co-ordinated and well resourced. An appropriate policy, scheme of work and subject development plan are in place. There is some good use of ICT in design and technology and control and modelling hardware and software has been recently purchased and can now be incorporated into the curriculum.

## **GEOGRAPHY**

79. By the end of Year 2, standards are in line with those expected nationally. By the end of Year 6, standards are above those normally found. Standards have improved since the previous inspection. Pupils with special educational needs and those who are higher attaining pupils make good progress.

80. By the end of Year 2, pupils ask geographical questions and make good progress in the use of geographical vocabulary. Pupils in Year 1 walk round the village and identify different types of housing such as detached or semi-detached. They respond appropriately to questions about their environment and complete a questionnaire about their local area. They do a simple map of the immediate vicinity of their school. They take *Barnaby Bear* on his travels to various parts of the world and send postcards to his friends at school. They make their own passports and find out how to travel from place to place such as walking locally or taking an aeroplane to Spain. Pupils in Year 2 find out about a contrasting locality in England by finding out about seaside towns such as Weston Super Mare. They identify key human and physical features such as rocks, caves and the pier. They make good progress in using and understanding maps by using aerial photographs to draw a map of their village. They identify the similarities and differences between living in Bristol and Uganda.

81. Pupils in Years 3 to 6 produce a good standard of work in books and show a good grasp of geographical skills in lessons. Year 4 choose a place to settle, taking account of the human and physical resources in the area. Very good use is made of their literacy skills. In Year 5, pupils write about aspects of Lyme Regis that would be of interest to different types of people such as families, teenagers, farmers and walkers. They have a good knowledge of coastlines in the south west of England. Year 6 write about the increase in traffic in Bristol City centre and ask the questions needed



to find out why it has increased. They write an essay discussing the arguments for and against a bypass. Pupils show their knowledge, skills and understanding in studies of a range of places and environments in different parts of the world such as India and the Amazon rain forest. Secondary sources of information, such as the Internet to research fossils and travel brochures are used well. There are good links with history when pupils study maps of Bristol from 1581, 1673 and 1773 to show how the city has grown and developed.

82. Teaching and learning are good in Years 3 to 6. No lessons were observed in Years 1 and 2. Teachers plan good opportunities for the pupils to make progress and have a good knowledge of the subject. The pupils show a good interest in the subject and are keen to discuss geographical topics with the teachers. Teachers have high expectations of the pupils. In Year 6, skilful questioning using a picture showing the journey of a river enables most pupils to understand geographical terms such as meander and tributary. In Year 5, travel brochures are used to probe pupils' understanding of a holiday resort. Good use is made of ICT. The school is beginning to use email and has sent an email to a school in Egypt. Pupils have studied the advantages of email over a fax or letter. There are good assessment systems in place, which have recently been reviewed and improved.

83. Subject leadership is good. The school scheme follows national guidance. The school makes good use of opportunities for fieldwork in the locality and the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

## **HISTORY**

84. By the end of Year 2, standards are in line with those expected nationally. By the end of Year 6, standards are above those normally found. Standards have improved since the previous inspection. Pupils with special educational needs and those who are higher attaining pupils make good progress.

85. By the end of Year 2, pupils have a good understanding of the lives of some famous people in history. A particularly good example of this was when a grandfather came to talk to the pupils about the life of Winston Churchill. Pupils made a time line of his life, listened to a recording of Churchill recounting some of his memoirs and then wrote a detailed account after the visit. Pupils understand the importance of original evidence and how it can give more information. They know that Samuel Pepys' account of the Great Fire of London helped us to know about it. In Year 1, pupils find out about the dinosaurs living 75 million years ago. They also look at old and new toys and describe the differences.

86. Pupils develop their history skills well in Years 3-6 because of the interesting and challenging opportunities that teachers plan for them. In Year 3, pupils remember previous work well and show factual knowledge and understanding of aspects of the history of Britain. They know that Henry VIII had six wives and know facts about explorers such as Drake and Cabot. They accurately describe what it was like to be a sailor in those times and show an understanding of life onboard including the harsh discipline and crew diseases such as scurvy. They show a deep interest in their present work on ancient Greece and use books well to find out about Greek warships and the army. They are quite critical of their work and make improvements if they are not satisfied. They discuss work well at the end of lessons with each other and their teacher and the higher attaining pupils prepare and present their findings to the rest of the class. Year 4 pupils find out about evacuees to the area in World War II and study school log books to compare education between then and now. Older pupils study census data and find out information on occupations in 1841 and 1891. They draw conclusions from their research. By the time they leave the school pupils select and organise information to produce structured work, making appropriate use of dates and historical terms. They describe features of past societies and periods and begin to make links between them. There are very good links with ICT and literacy. Year 3 pupils write a non-fiction book about the Tudors and Year 2 visit the class and listen to pupils reading it. In Year 5, the pupils write a letter describing the poor conditions after learning about a Victorian workhouse. Years 5 and 6 do good homework projects on topics such as 'The Romans' using the Internet and books for research.

87. Teaching is good and there are some very good sessions at the end of lessons. Pupils are very keen to learn and apply themselves well, concentrating deeply on the tasks they are asked to do. Pupils take a great pride in their work and it is well presented. Teachers have a good knowledge of the subject and plan good opportunities for the use of ICT. At the end of the lesson in Year 3 the teacher used role-play very effectively to extend the pupils' learning. When presenting their findings on Greeks to the class the pupils described a trireme and became Greek oarsmen. Pupils show their interest in the subject. One pupil said that she couldn't wait to go into the next class, as she would be able to study the Egyptians.

88. The subject is well led and the scheme follows national guidelines against which good assessment is made. There are plenty of books and secondary sources for the units planned and visits to local historical buildings have a good impact on standards. There are some good opportunities to use ICT such as analysing data about the kings and queens of England and the school is actively involved in developing this area further.

### **INFORMATION AND COMMUNICATION TECHNOLOGY [ICT]**

89. By the end of Years 2 and 6, standards are above those expected nationally. This represents a very good improvement from the last inspection when standards were not good enough in Years 3 to 6. There is a computer suite in the school which pupils use on a weekly basis. Most classrooms also have three computers which are used well. Pupils, including those who have special educational needs and those who are higher attaining, make good progress. The school is doing well in planning relevant and challenging opportunities for the pupils and is effectively continuing to develop the integration of ICT in all subjects. There was no evidence that ICT is used to support learning in music.

90. Pupils throughout the school explore ICT and learn to use it confidently. Pupils in Year 1 control everyday devices such as a tape recorder. They make it start and stop and go fast forward. They record sounds and listen to them. They write the story of Cinderella on the word processor and are good at using painting software. Pupils choose and change a colour, use the brush and fill tools and edit and print their work. They use dictionary software very well and conduct word searches efficiently. The digital camera is used well. Pupils take photos of their models in design and technology and import the picture and combine it with text. They take a photo of themselves or any other subject and draw a copycat picture in art. They listen to a CD-ROM of Winston Churchill to extend their work in history and write 'Wanted' posters for the *big bad wolf* on the word processor showing good attention to the layout of the text. They use decision software to find musical instruments and enter information about a new instrument, the bagpipes, which is not stored on that program.

91. Pupils in Years 3 to 6 make very good use of the computer to extend their literacy skills. They use the computer regularly in most of the other subjects, using the Internet well for research. Examples of research carried out on the Internet were information on fossils in geography and information about the Greeks and Tudors in history. Pupils use the Internet well for homework projects such as the human body in science. In literacy, Year 3 pupils write different types of opening lines for an adventure story on the word processor. Year 5 pupils log on to an Internet site and investigate spelling rules. By the end of Year 6, all pupils have created their own web page importing graphics and using hyperlinks. They have used a spreadsheet well in mathematics and also entered their marks from English, mathematics and science tests and interrogated the information. They have a good understanding of how to make the most of Internet search engines. Written work, such as poems, on the word processor shows good attention to the layout and presentation of text. Recently, there has been some good work on new controlling equipment and pupils have used a control box to turn traffic lights on and off.

92. Teaching and learning in the lessons observed were good. Pupils have good attitudes to the subject and are keen to talk about what they have done. They are able to work well in pairs on the computer and concentrate appropriately for long periods of time. They are good at discussing their work with each other. Since the school went on line, the teachers are making good use of the Internet for research in planned topics. Teachers have a good knowledge of the subject and all staff have attended training. Most lessons are conducted at a good pace and progress through a well planned series of clear learning objectives. Lessons in the computer suite are well planned so that all pupils can benefit from using the range of software in the school. Opportunities to enhance learning in the subjects being taught are seized and this has a good impact on standards. Pupils are very happy with the good amounts of time and the wide range of opportunities when working on the computers.

93. The subject leader has a good knowledge of the subject and there are clear plans for its future development. Lessons have been observed throughout the school and controlling and instructing devices has been a priority this year. Recording and assessment procedures are good. Resources are very good and include digital cameras and laptops, all of which are used very well.

## MUSIC

94. Standards at the end of Year 2 are above those expected and well above those expected by the end of Year 6, an improvement since the last inspection when standards were good and average respectively. All pupils, including the gifted and talented and those with special educational needs, make good progress and they all enjoy their music lessons. The quality of singing is good throughout the school, and pupils are tuneful and enthusiastic singers. For example, by the end of Year 2, pupils can already use their voices expressively as they rehearse, improve and perform with others. They listen with concentration, to internalise and recall sounds with improving aural memory, while the higher attaining pupils can combine several layers of sound when singing in the round.

95. By the end of Year 2, pupils understand how symbols can be used to represent sounds, and identify how sounds can be changed to create different moods and effects. Working well in groups of four, they can play a tambourine in different ways to produce different sounds that are louder, quieter, faster, slower, longer or shorter. They choose conductors who devise their own musical notation for display on instruction cards. For example, one pupil drew a cheetah to represent 'fast', and a snail for 'slow'. The higher attaining pupils can recognise and explore the ways in which sounds can be combined and used expressively, understanding the terms 'forte' and 'piano' and playing their instruments accordingly. At the end of a lesson, all pupils express their preferences clearly when describing which combinations of activities were the most difficult to combine.

96. In Years 3 to 6, pupils improvise and develop rhythmic combinations of claps, rests and finger clicking to 'Heard it through the Grapevine', recalling patterns with increasing aural accuracy and keeping a steady pulse. Pupils play recorders with control and rhythmic accuracy, analysing and comparing recorder playing with and without tonguing. Pupils compose music to represent the different characters in 'Peter and the Wolf'. They experiment with the pentatonic scale, working in groups to compose a short musical piece and then performing it for others. They extend the quality of their composition by the addition of untuned percussion. By the end of Year 6, pupils follow written musical notation and rhythmic phrases as part of a group performance, using appropriate musical vocabulary. The majority can use a variety of notations to compose music for three instruments, refining and improving their work. They change the structure and texture on demand and perform their compositions for an audience in a percussion quartet, with each playing a different four-beat rhythm and working 'in the round'.

97. The quality of teaching and learning is very good and there is some excellent teaching. Teachers are very careful in planning activities that all pupils can take part in. Clearly identified objectives are effectively attained through the pupils' experience of a wide selection of appropriate activities. Lessons proceed at a demanding pace. Teachers are very effective at using question and answer sessions to assess pupils' knowledge and understanding. Pupils are well controlled and

disciplined in their practical music making, and teachers are very good at identifying and praising pupils' good behaviour. Pupils respond well by responding quickly to the teacher's instructions, treating the instruments with care and respect, and concentrating hard on improving their performance. They are highly motivated and enthusiastic, persevering with demanding challenges for extended periods, and getting a great sense of achievement from their successes. Where teaching is excellent and at its best, lessons proceed at a demanding pace and teachers are very effective at using question and answer sessions to assess pupils' knowledge and understanding. There was, however, no evidence that ICT is used to support learning in this subject.

98. Resources are good and there is a wide range of untuned percussion instruments, more than enough for one per child in a class. The school does not have a music co-ordinator on the staff at the present time. There are several permanent posts that are due to be filled shortly, and the headteacher aims to ensure that one of the appointees is a music specialist. A specialist music teacher spends half a day per week in school, concentrating on teaching in the juniors and promoting music as an extra-curricular activity. There needs to be a greater emphasis on this subject area than she can provide in the short time available, particularly with regard to monitoring the quality of teaching and learning, developing assessment procedures and promoting extra-curricular musical activities.

## **PHYSICAL EDUCATION**

99. By the end of Years 2 and 6, pupils' attainment is above average. This is an improvement since the last inspection. Standards in swimming are good. By the time the pupils leave the school, virtually all of them can swim at least 25 metres unaided. Throughout the school, all pupils, including the gifted and talented and those with special educational needs, are making good progress. A good feature of the teaching is how well pupils with special needs are integrated within lessons. All pupils participate enthusiastically, and boys and girls attain equally. In encouraging teamwork and a respect for rules, the subject makes a positive contribution to the pupils' personal development.

100. By the end of Year 2, pupils have a good awareness and knowledge of the importance of activity because the teachers draw attention to this aspect. Pupils choose and use skills effectively when aiming, throwing and intercepting a beanbag with control and co-ordination in a game of 'Piggy in the Middle'. They show an understanding of simple tactics when attempting to prevent the pupil in the middle from intercepting the beanbag. All pupils suggest ways in which the throwers can make it harder for the interceptors, and how the interceptors can be more effective in fulfilling their role.

101. By the end of Year 6, pupils explain the basic safety principles when getting out equipment quickly and carefully, and the importance of warming up in ways to suit the gymnastic activity. They know and understand technical dance terms such as 'canon', where one dancer makes a movement that is copied by others, and 'unison' where dancers are moving in the same way at the same time. They dance in unison in groups of three or four, and then as two groups dancing together. Year 6 pupils combine and perform gymnastic actions, shapes and balances with increasing fluency and effectiveness, considering the compositional principles of variation in shape, speed and level. They perform independent symmetrical balances, identifying the bodily line of symmetry. They evaluate their own and others' work, comparing and commenting on skills and techniques when balancing in pairs, suggesting ideas to enhance and improve their performances. In Year 4, pupils demonstrate an emerging ability to evaluate their own performance when using racquets. In Year 5, ICT is used effectively in PE to create a computer database to find out if pupils' inside leg measurement is related to the distance they cover in a standing long jump.

102. The teachers dress appropriately for physical education and they manage changing sessions very well. The pupils are a credit to the school in the way in which they are dressed for lessons, looking very smart in appropriate kit. All pupils have positive attitudes and enjoy their physical education. They listen attentively to instructions, respond quickly and participate enthusiastically. For example, Year 6 pupils work with obvious enjoyment in groups, experiencing a powerful sense of achievement when they devise a new dependent balance that no other group had thought of. Lessons

are very well planned and teachers set appropriate and demanding objectives. They have a good subject knowledge and set high expectations. All teachers recognise the importance of initial low impact warm-up sessions and cool-down procedures at the end of each lesson. Clear reminders and instructions are given about safety, such as the importance of using their senses and concentration to move in ways that avoid bumping into others or equipment.

103. The quality of teaching and learning is good in Years 1 and 2 and very good in Years 3 to 6. Effective question and answer sessions are used to assess pupils' understanding of the thrower and interceptor roles, asking them to make judgements about which task is the hardest. However, in some classes there is a need to reduce the time spent on instructional elements and maintaining classroom control, and so increase the time spent by pupils on physical activity.

104. The subject is effectively led, and a clear policy and subject development plan are in place. A comprehensive scheme of work meets the requirements of the National Curriculum. Monitoring the quality of teaching and pupil assessment are at early stages of development. There is a satisfactory range of apparatus and equipment to support learning. The co-ordinator intends to develop training opportunities for staff, to further raise confidence and expertise, especially in outdoor lessons. There are also plans to introduce orienteering and short tennis as additions to the good extra-curricular provision of football, tag rugby, cricket, rounders and netball, plus dance workshops organised by specialist providers.

## **RELIGIOUS EDUCATION**

105. By the end of Years 2 and 6, pupils' standards in religious education are above the expectations of the syllabus followed by most schools in South Gloucestershire and have improved since the previous inspection. Provision throughout the school is good. In each year group, the pupils demonstrate a more mature understanding of religious ideas than is generally expected for their age. Their knowledge of the religions studied is never less than satisfactory, and in most cases is good. All pupils, including the gifted and talented and those with special educational needs, are supported well and make good progress.

106. By the end of Year 2, pupils know why the cross is important to Christians and why some of them use a rosary. They know that a Jewish Mezuzah contains a prayer, and what it says. They recount the story of Rama and Sita in six pictures accompanied by written captions. They produce brief written explanations of why Jews celebrate Hanukkah, and retell the New Testament parable of The Sower in their own words. They devise and record 'ten laws to live by', ranging from 'don't kill any one', through 'always stay with your mum', to 'believe in Father Christmas'. Pupils of all abilities carry out the same activities, so that less able pupils sometimes have insufficient time to complete tasks, while higher attaining pupils quickly complete what is required. Less able pupils need more time to complete the set task, while higher attaining pupils require greater challenges to further extend their knowledge in this subject.

107. By the end of Year 6, pupils produce clear and detailed posters of what they have learnt about the aspects of God through the different biblical writings. They recount facts about the Hindu gods Shiva and Krishna, and the associated symbolism illustrating aspects of their personalities. They explain the symbolism of the Seder meal for Jews, and describe the imagined feelings and emotions of the main characters in the Nativity story. They use their literacy skills well to write a letter to a friend about a pilgrimage to Bethlehem, or as Moses writing to Pharaoh for permission for the Egyptians to leave Egypt. Pupils retell the parable of the 'Good Samaritan', using a colourful cartoon-style storyline in a modern context to identify 'Who is my neighbour?'. They discuss what the statement in Luke 6:31 means in a contemporary situation, in their own lives in different situations. They identify and share personal incidents related to concepts such as generosity, helpfulness, friendship, sharing, team working and negotiation. They devise good role-play situations and dialogue that illustrate these concepts, performing them for the rest of the class. By the end of Year 6, pupils write clearly about 'how I show things are important to me' and 'rules my parents taught me'. They research and

construct a database for six major world religions that provides information on their followers' places of worship, preparations for worship, holy scriptures, special clothing and religious leaders. They are good at recording facts about the central teachings of the major world religions. They select and list the main events from an Old Testament story, such as Jonah and the Whale. The higher attaining pupils can translate the story of Adam and Eve into dialogue, and perform it as a drama for Year 1.

108. Teaching and learning are good, an improvement since the last inspection. Lessons are well planned and resourced. Attractive displays interest and motivate pupils, such as an exhibit of books and artefacts about Hindu worship encouraging pupils to try and match the pictures of Hindu gods and goddesses to their names. Teachers throughout the school ensure that pupils know what they are going to learn, and why. Good use is made of teaching time, explanations are clear and careful questioning to tests pupils' knowledge. However, the school needs to reconsider the timetabling of pupil withdrawals for additional reading support, across the school, to try and ensure that they do not miss the important whole-class teaching session at the beginning of the lesson. Pupils are regularly complimented for hard work, good results and effort, so that they are enthusiastic, well behaved and eager to please.

109. The subject is well led by the recently appointed co-ordinator. The scheme of work, based on the local Agreed Syllabus, has detailed lesson plans and contains clear learning objectives for both 'learning about' and 'learning from' religion. Procedures for the assessment of pupils' work are developing well. Resources are satisfactory, and strong in some aspects, although relative weaknesses have already been identified in other areas. For example, the Year 6 resources for studying Islam need enhancing. Other planned developments for improvement include compiling a list of possible visitors, attendance at a subject co-ordinator's course and further staff training. ICT is effectively established, through the use of video, tape recorders, digital photography, word processed retelling of faith stories and recording of pupil reflections. CD ROMS and the Internet are used to conduct research on specific up-to-date issues, such as the work of Christian charities.

110. There is a strong positive link between religious education and the good provision for the pupils' spiritual, moral, social and cultural development. The subject plays a major role in achieving the school's aims, developing the pupils' self esteem and their understanding and acceptance of individual and group differences. It plays a significant role in the school's overall provision for an inclusive education.