

INSPECTION REPORT

WANSDYKE PRIMARY SCHOOL

Bristol

LEA area: Bristol

Unique reference number: 108986

Headteacher: Mrs. Lisa Kicinski

Reporting inspector: Mrs. Jean Harding
21378

Dates of inspection: 5 – 8 March 2001

Inspection number: 230309

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	School Close, Rookery Way, Whitchurch, Bristol.
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. Dominic Meek
Date of previous inspection:	November 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
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Mrs. Elaine Parrish Lay Inspector 9577		pupils' attitudes, values and personal development the care of pupils the partnership with parents
Mr. Richard Brent Team Inspector 7465	English physical education	special educational needs
Mrs. Georgie Beasley Team Inspector 27899	science design and technology geography music	curricular opportunities
Mrs. Denise Morris Team Inspector 18498	areas of learning for children in the Foundation Stage information and communications technology religious education history	English as an additional language
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a school for boys and girls from 4 - 11 years of age. There are 210 pupils on roll; it is on the low-average size for primary schools. Numbers on roll are stable, and there is about the same number of pupils at the school as at the last inspection. Class sizes are about average. There has been a significant change in the teaching staff since the inspection of October 1997 at which the school was judged to be in need of special measures.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs. Twenty percent of pupils are on the special educational needs register; this is about the national average. Only one pupil has a statement of special educational needs and one other speaks English as an additional language. Eight and a half percent of pupils are eligible for free school meals; this is slightly below average. The school is situated in a residential area of mainly private housing and the majority of pupils' families are in the middle of the socio-economic range. Most pupils have had pre-school educational experience. Attainment on entry to the school is mostly as expected. Fifteen children are still under five in the reception class.

HOW GOOD THE SCHOOL IS

Since the school was judged to be failing its pupils in October 1997, it has made very good improvements, and now is an effective school with many good features. Standards of attainment are generally in line with national averages and expectations, but in mathematics they are high and in science they are very high, by the end of Key Stage 2. However, pupils' achievements in information and communications technology and art and design remain too low. Pupils' attitudes, behaviour and personal development are very good. The successes are due to the very good leadership by the headteacher, constructive management by the governors and the gradual improvements to the teaching; teaching is now satisfactory overall but that seen during the inspection was good. Given the difficulties that have been overcome and the resources available, the school gives satisfactory value for money.

What the school does well

- Pupils' achievements in mathematics are high and in science they are well above average, by the time they leave the school.
- Pupils acquire many key skills and use them in their learning.
- Pupils' attitudes, their values and their personal and social development are very good.
- The leadership of the headteacher is very good.
- The governing body is well involved and is effective
- There is a positive, supportive ethos which is promoted very effectively by the school's provision for pupils' spiritual, moral, social and cultural development.
- The care of pupils and provision for their welfare is very good.
- Parents think very highly of the school.

What could be improved

- Pupils' attainment in information and communications technology.
- Pupils' attainment in art and design.
- Pupils' enquiry skills in history and geography at both key stages, and in science at Key Stage 1.
- Pupils' rights to equality of provision in the curriculum.
- The planning and organisation of the curriculum.
- The assessment of some key skills such as those in science, information and communications technology, art and design, and physical education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school had a full inspection in October 1997, when it was judged to be failing to give its pupils an acceptable standard of education. A shorter inspection in November 1998, judged it to have improved

sufficiently so that it no longer needed special measures. Since October 1997 it has made very good improvements, and from November 1998 further good improvements have been made.

After the inspection of October 1997 the school was successful in addressing the requirement to raise pupils' standards of attainment. Since then there have been very good improvements in pupils' attitudes, behaviour and personal development. There have also been very good improvements to the quality of teaching. There have been good improvements to the leadership and management, especially in the role of the governors. Since the inspection of November 1998 there have also been improvements in other areas. The school's plans for development are now good. The quality of teachers' weekly plans has improved, but this is still inconsistent. The procedures for assessment have improved, but are not yet complete. Pupils' progress in learning in design and technology across the school and in geography at Key Stage 2 has improved, but in art and design it remains unsatisfactory. The pace of lessons and teachers' marking have improved, although they could still be better. The resources have generally improved. The staff and governors are not complacent and given the goodwill and the structures that underpin the school, it has good capacity for further improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	C	C
mathematics	A	B	A	A
science	A	A	A	A

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

Over the last four years the trend in achievement in the three core subjects was above the national trend. The standards of work seen during the inspection show that, by the end of Key Stage 2, pupils achieve at average levels in English, above average in mathematics and well above in science. The reason for the difference between the subjects is due to the time delay between the school putting in place appropriate measures to raise standards and their impact on attainment. The pupils in last year's Year 6 made good progress since they were in Key Stage 1 and it would appear that this year's pupils in Year 6 will do the same; this is due to the good teaching at the end of the key stage over the last three years.

Standards at Key Stage 1 are satisfactory. Attainment in mathematics in the national tests over the last three years has been well above average. In reading it has fluctuated between average and above, with it being in line with national averages last year and also in comparison with similar schools. In writing standards have changed from well above average in 1997 to below average in 2000 and also well below when the results are compared with similar schools. The grades achieved in the teacher's assessments for science show that pupils were below average overall and the percentage of pupils achieving higher grades was well below average. The standards found during the inspection show that pupils at Key Stage 1 work at average levels in English, mathematics and science.

Standards of attainment in other subjects are in line with national averages and expectations but below expectations in art and design, and in information and communications technology. However, recent progress in learning in information and communications technology has been satisfactory at Key Stage 1 and good at Key Stage 2. Pupils' attainment in religious education is as expected from the locally Agreed Syllabus for the subject. Pupils use their key skills of listening, communication and numeracy well in other subjects. They are acquiring valuable skills in working with others, improving their own performance, creative thinking and evaluation of their work; these all are helping to raise their levels of achievement.

Children in the Foundation Stage – the reception class – make satisfactory progress in learning. Pupils with special educational needs make as sound progress as their peers and some make good progress in the targets set for them. Pupils who are more able generally make satisfactory progress, but this could be

better, especially at Key Stage 1. Pupils who might be disadvantaged, such as those who use English as an additional language, those who are not of white-ethnic origin and those who are looked after by people other than their natural parents, make at least satisfactory progress in learning. The progress of boys and girls is about the same.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils love to go to school because they feel valued.
Behaviour, in and out of classrooms	Very good. Pupils know the impact of what they do. There have been no exclusions.
Personal development and relationships	Very good; the bedrock of the school and based on trust. Pupils have many opportunities to show initiative which they take happily.
Attendance	Satisfactory.

The achievements in pupils' personal and social development are positively affecting achievements in academic subjects. This aspect is a major strength and is all the more important as it was unsatisfactory in 1997.

TEACHING AND LEARNING

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

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 judgement that the teaching is satisfactory is based on the evidence of teaching over time. Evidence of progress through the school, and in scrutiny of pupils' work shows that teaching has gradually improved over the last three years. There was some unsatisfactory teaching until this term; much of which was due to the practices of teachers who are no longer at the school. The teaching observed during this inspection was generally good, with 51 per cent of lessons being good, and 11 per cent being very good. No unsatisfactory teaching was seen. The teaching is best in Years 4 and 6 with some inspired teaching observed in Year 6. The teaching in Year 6 has been consistently at least good since 1997 and this has produced the good results in the end-of-key-stage national tests. The best aspects of teaching are the effectiveness of a sound range of teaching methods, and of staff's very good management of pupils. Teaching is satisfactory for those pupils with special educational needs and who use English as an additional language. The good rapport between staff and pupils ensures that pupils show interest in their work. The current good teaching ensures that pupils understand what they are doing and can think for themselves. Areas of teaching that are not as good include inconsistencies in the planning of lessons and the inefficient use of resources, including information and communications technology. Teachers are competent in teaching literacy and good at teaching numeracy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	It is broad and relevant, but not balanced, especially at Key Stage 1. The curriculum for the Foundation Stage of learning is satisfactory.
Provision for pupils with special educational needs	Good provision in some respects, such as the planning, and satisfactory overall.
Provision for pupils with English as an additional language	Good, and based on an emphasis on individual needs.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Good for pupils' spiritual and cultural development and very good for their moral and social development. Pupils value each other and have open minds.
How well the school cares for its pupils	Very well. Most procedures for monitoring this are good, except for the checking of attendance. Assessment of academic progress is satisfactory overall and improving.

The planning of the timetable is not good enough. Not all pupils are guaranteed equal access to all that the school has to offer due to the practices of withdrawal from some lessons and from acts of collective worship to have extra work in other subjects. Most parents are very supportive of the school and staff work closely with them, to the great benefit of the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership of the headteacher has been key to the good improvements to this school. She has been well supported by her current and previous deputies. The subject managers have done a satisfactory job, and this is improving.
How well the governors fulfil their responsibilities	They do a good job and improvements are assured. There have been big changes to the governing body recently, but new governors work hard and are getting suitably trained. The chair knows what is going on.
The school's evaluation of its performance	Mostly good. The management has made a realistic analysis of strengths and weaknesses and have put in place sound practices to remedy the weaknesses. Managers were not aware of the deficiencies in curriculum planning.
The strategic use of resources	Satisfactory. Educational priorities are well supported by prudent financial planning, but the staff, accommodation and some resources, such as computers, are not always used efficiently. Governors use the principles of best value when making decisions.

Staffing levels are adequate, with effective use of the extra teacher in Year 2 to help with the large numbers. The accommodation is satisfactory, although the library has been squeezed out by the new computer suite, and this is unsatisfactory. Resources are satisfactory. The key to the improvements to the school is the ethos of high expectations of work and behaviour that has been set. The atmosphere of support and improvement, promoted very well by the headteacher and governors, has been absorbed into the school and pays dividends.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children like school • they think that their children make good progress • they think behaviour is good • they think that the teaching is good • the staff are approachable • the school is helping their children to become mature and responsible • the relationships in the school • they feel that the school has greatly improved recently 	<ul style="list-style-type: none"> • a few parents complain about the amount of homework, and the regularity of marking • a significant number would like more extra-curricular activities • a significant number wanted more information about what is taught, and how • the consistency of teaching • the amount of physical education, especially at Key Stage 1 • the provision for pupils in Year 2

Most parents think very highly of the school. Many were shocked when it was judged to be failing in 1997, but none took their children away. The inspection team agrees with all the parents' positive comments, although the teaching is judged to be satisfactory over time. Inspectors agree with some of parents' criticisms. Homework is generally satisfactory, although it could be better, particularly at Key Stage 1. There is a good range of extra-curricular activities. Information to parents is satisfactory. Parents have a point about physical education; there is not that much on the timetable. The provision for pupils in Year 2, although satisfactory could be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The inspection of 1998 found that the attainment of children under five was at or above the expected levels. This was an improvement on those found in 1997, when children failed to meet the expected levels in personal and social development, speaking and listening and creative development. At Key Stages 1 and 2 pupils' attainment in 1997 was about average in English, mathematics and science, with some below average standards in speaking and listening at Key Stage 1 and in science at Key Stage 2. Pupils' progress in learning since joining the school had been too slow. By November 1998 pupils' attainment at Key Stage 1 was at or above national averages in English, mathematics and science. There had been a marked improvement by the end of Key Stage 2 and standards of attainment were at least in line with national averages in English, mathematics and science.
2. Currently the attainment of children on entry to the reception classes is as expected in all areas of development. The progress of children in the reception class is satisfactory and when they join Key Stage 1 almost all are already working at levels as least as expected for five year olds, except in their physical development, as they have had too few opportunities to improve these skills.
3. Currently pupils make satisfactory progress in learning in most subjects through Key Stage 1, except in information and communications technology and art and design. The results of the National Curriculum tests, for the last four years, show that standards of attainment in reading have fluctuated between average and above average, for writing they were well above to below average, and for mathematics well above average. The test results for 1997, after the last inspection, showed grades that were above and well above average in English and mathematics. These pupils are now in Year 6 and are working at average levels in English, above average levels in mathematics, and well above average levels in science, in spite of having a significant amount of unsatisfactory teaching on their way through Key Stage 2. So progress in learning in aspects of English has been unsatisfactory due to the variable quality of the teaching. Current progress is much faster.
4. National Curriculum test results for Key Stage 1 for 2000 show pupils attained at average levels for reading, below average for writing, well above average for mathematics and below average for science. The percentages of pupils in Year 2 achieving higher grades was high in reading and mathematics and low in writing. The teachers' assessments for speaking and listening, and for science showed that pupils' attainment was below average with poor achievements of the more able pupils. This was produced by an assessment difficulty, known to the school that has not yet been addressed. In comparison with schools that admit pupils from similar backgrounds, * results are average for reading, well below average for writing, and well above average for mathematics. Since the last inspection in 1998, pupils' achievements at Key Stage 1 have been too inconsistent due to the inconsistent quality of the teaching.
5. Evidence about Key Stage 1 gathered during the inspection including observation of lessons, scrutiny of pupils' work and interviews with pupils, show that pupils attain levels in most subjects that are at least in line with national expectations and averages. Standards of speaking and listening, reading and writing are average. Standards of attainment in mathematics and science are also average. Pupils use their literacy and numeracy skills well in other subjects but their attainment in information and communications technology is lower than expected. Standards and progress in religious education are generally in line with the requirements of the locally Agreed Syllabus. In all other subjects, except art and design, pupils make satisfactory progress in learning and achieve standards that are in line with national expectations. Standards and achievements at

Key Stage 1 are about the same as those found at the 1997 inspection, with higher standards in speaking and listening, and lower achievements in art and design.

* "Similar schools" means the average results for all schools whose pupils come from similar socio-economic backgrounds, determined by the eligibility of pupils at the school to receive free school meals.

6. Currently by the end of Key Stage 2 standards of attainment in most subjects, for those pupils without marked special educational needs, are at least in line with national expectations and averages and in some subjects, such as mathematics and science they are high. However, progress in learning in information and communications technology and art and design has been unsatisfactory as they have not had enough appropriate teaching in these subjects. The attainment of a few pupils is consistently high.
7. Pupils in the current Year 6 have made very good overall progress since 1997, going from below average in English to average now; from well below average in mathematics to above average; and from well below average in science to well above average. This is good progress, but it has been intermittent, depending on the quality of the teaching they received in each class. The upward trend in grades for the National Curriculum tests is higher than the national trend.
8. The results of the National Curriculum tests at Key Stage 2 for the last four years show that pupils attain higher standards than they did in 1997. The test grades for English, mathematics and science last year showed that, overall, pupils attained at the national average level in English and well above average grades for mathematics and science. In comparison with similar schools results were average for English and well above average for mathematics and science. However, the percentage of pupils attaining at the higher level was very high for mathematics, (in the top five percent in the country) and well above average for science. In comparison with grades achieved by schools with similar intakes of pupils overall grades were well above average for English and in the top five percent of the country's schools for mathematics and science; this is due to the way they have been taught to think for themselves.
9. Inspection evidence, including a detailed analysis of these statistics, as well as lesson observation and scrutiny of work, shows that standards of attainment in most subjects, for most pupils at Key Stage 2, are at least in line with national expectations and averages and above for some important areas. Standards of attainment in information and communications technology and art and design are below expectations, due to the unsatisfactory nature of the curriculum provided over the last three years. Standards are average in English including speaking and listening. Standards are high in mathematics and very high in science. Progress in these three subjects is at least satisfactory and often it is good, due to special targeting of pupils who show higher attainment; pupils come up to teachers' high expectations in mathematics and science. Pupils' knowledge of religious education is expected from the Agreed Syllabus but in some areas, such as their ability to discuss the deeper issues of life, pupils display understanding that is more mature than is expected.
10. Standards of attainment have improved, since the 1997 inspection. Pupils make much better overall progress than they did; this is due to a concerted effort to improve the teaching, and a successful effort to raise the attainment of those pupils who are working at just below average levels. However, pupils' knowledge and understanding of information and communications technology could still be better once the new computers are regularly used and are reliable. Parents know that their children are doing well in most subjects.
11. Across the school pupils make sound use of their learned literacy and numeracy skills in other subjects. Their skills in information and communications technology, being weak, restrict the application in other subjects. Pupils are able to work with others well, make decisions about how to improve their performance and think creatively; this helps them in all subjects. Their skills of information processing and enquiry are hampered sometimes by a lack of a sufficiently wide vocabulary and this hinders their learning. This is marked at Key Stage 1. Pupils' enquiry and investigation skills in history and geography are not well developed through the school and their

skills are certainly not good enough in science at Key Stage 1; this is due to a lack of suitable assessment of their skills and rather directed teaching.

12. Pupils with special educational needs at the school make at least satisfactory progress, as a result of sound teaching, including that of the teaching assistants. Pupils with special educational needs make satisfactory progress in Key Stage 1. They sometimes make good progress at Key Stage 2 because the work is planned with their specific need in mind, although this is not consistent between classes. The pupil with a statement of special educational needs makes good progress because of high quality one-to-one support from the learning support assistants. Mostly pupils with special educational needs make satisfactory progress in subjects other than English and mathematics, but this could be better if work was targeted more specifically and information and communications technology was used more.
13. The school analyses all national tests with care for gender and cultural influences. No significant differences are apparent. There is no observable difference in the attainment or progress of boys and girls in any subject; all make at least satisfactory progress. However, older boys often read and write better than boys of similar ages. Pupils of higher attainment are usually sufficiently challenged and a significant number are working at high levels in the National Curriculum programmes of study. No pupil has been identified as having special gifts or talents, and staff have satisfactory methods for checking this. However, the school does make particular provision for pupils who the staff think may be very able; this could still be better especially at Key Stage 1. There is no difference in attainment that can be attributed to pupils' social, cultural or ethnic background, or whether they use English as an additional language; all make at least satisfactory and sometimes good progress in learning.
14. The school has set appropriate targets for overall improvement in pupils' attainment in English, mathematics and science for this year and by the year 2002. These are based on a realistic evaluation of what is possible, taking into account the numbers of pupils with special educational needs. The current Year 6 are well on target to attain the high percentages predicted to attain the expected level and the higher grades. The targets for the current Year 5 are appropriately lower; this group is being given special help as there is a significant number of pupils who have special educational needs within this year-group, and also because they have had a large proportion of unsatisfactory teaching since they joined the school. The staff keep a careful check on the improvements in pupils' performance from the end of Key Stage 1 to the end of Key Stage 2, so that they know if any pupil is not doing as well as he or she could.

Pupils' attitudes, values and personal development

15. Very good attitudes to work and very good behaviour are a major strength of the school and have a positive effect on pupils' learning. Pupils thrive on the very good relationships throughout the school and their personal development is carefully nurtured in all aspects of school life. Parents strongly support the school in its high expectations of their children's behaviour and value the many opportunities given to help them become mature and responsible. The poor standards of attitudes and behaviour reported in previous inspections have been commendably improved.
16. The attitudes and behaviour of children under five are generally good, but this is dependent on the supervision they have. When all 28 have certain activities, such as those to promote physical or creative development, they do not behave so well. Children generally settle into school well and become a full part of the community.
17. Pupils enjoy coming to school and show high levels of interest in their learning. Many lessons are characterised by imaginative and challenging activities and pupils respond by being inquisitive and eager to learn. Pupils' hands frequently shoot up in reply to teachers' questioning. Pupils are confident that their contributions in class will always be valued by the teacher, even when they do

not get the answer right. Comments such as 'there have been some excellent suggestions from this table' in a Year 4 science lesson encourage pupils to respond and to work hard.

18. In many lessons pupils are motivated by the teachers' enthusiasm which makes the subject come alive and which adds to their achievement. In a lively Year 2 literacy lesson on traditional stories, inspiring teaching enabled pupils to get under the skin of the characters and to describe clearly how each one might have felt. In a Year 4 music lesson where pupils were practising for a performance with the English Chamber Orchestra, the teacher's own enjoyment of the lesson shone through, enabling pupils to understand that learning could be fun. 'Didn't we sound good', said one pupil enthusiastically.
19. Standards of behaviour in lessons, in assemblies and around the school are very good. This has had a great impact on pupils' learning. It is of note the pupils' attitudes and behaviour become even better as they get older; this is not always the case in schools, and is due to the respect with which pupils are treated. Pupils display a natural courtesy and respect for each other and all adults. They uphold the school rules very well and there have been no exclusions. Good behaviour is positively reinforced with an encouraging smile and pupils awarded courtesy badges wear them with considerable pride. Pupils respond well to this clear approach and this very good behaviour has a positive impact on their progress. Behaviour is equally good in the playground where there is a strong sense of harmony and where pupils of all ages mix well. There were no signs of bullying during the inspection. There are a few pupils in the reception class who occasionally behave badly and find it difficult to concentrate. Their behaviour improves considerably with additional classroom support.
20. There are very good relationships throughout the school. All adults show a genuine affection for their pupils, and they are kind and friendly without their authority being undermined. Such positive relationships mean that teachers and pupils both respect and get the most from each other. Pupils are polite and courteous to staff, visitors and to each other. They get on well together in lessons, supporting one another and listening well when other classmates are speaking. Excellent class relationships were apparent in a Year 6 religious education lesson when pupils spoke eloquently on the sensitive subject of bereavement. Pupils often help one another to correct mistakes and clap the good efforts of their classmates. A pupil in Year 1 was overheard telling his friend that he thought his picture was very good. Pupils are encouraged to look after each other and to respect each other's views, and teachers help pupils think about the results of their actions. The staff's emphasis on everyone being equal means that there is no problem with racist behaviour. Pupils with special educational needs and with English as an additional language are well included and treated respectfully by their classmates.
21. Pupils develop independence in thought and actions from an early age. They are encouraged to get involved in the daily life of the school in the reception class by helping to tidy up after lessons and by taking the registers to the office. The School Council provides a good mechanism for pupils of all ages to have their say in the running of the school community. By the time they reach Year 6 there is increasing scope for pupils to take the initiative, for example by operating the overhead projector in assembly, by running a poster competition and by helping teachers in their lunchtimes. Pupils in Year 6 take these duties very seriously and act as very good role models for the rest of the school.
22. Most teachers take care to develop their pupils as independent learners. They are encouraged to think for themselves and work without a teacher's direct support. As they get older there are many opportunities for pupils to plan and organise their time. Pupils in Year 6 are allowed to stay in the class during playtimes when several were regularly seen working on their own.
23. Attendance is satisfactory and is in line with national averages. Registration is carried out quickly and effectively and there is a sense of joy about being in school. Parents support the school's drive to maintain regular attendance and punctuality. However, the number of parents who take

children on holiday during term time is growing, in spite of the school's best efforts to explain the disruptive effect this has on children's learning.

HOW WELL ARE PUPILS TAUGHT?

24. At the inspection of October 1997, 25 percent of the teaching was found to be unsatisfactory, and about 25 percent good, the rest being satisfactory. In November 1998, of the small number of lessons observed, 60 percent were good and 20 percent were unsatisfactory, the rest being satisfactory. At this inspection no unsatisfactory teaching was seen, 51 percent was good and a further 11 percent was very good. So, there has been a marked improvement to the teaching which is starting to have an impact of standards of attainment. However, a significant number of pupils have had a raw deal in their way through the school; a number of classes have had a considerable amount of unsatisfactory teaching during their time at the school and this has inhibited their progress in learning. Parents know this and are right to be concerned. The teaching staff is now more stable, and some very good practice was seen, which can provide a model for the rest of the staff. The overall judgement is that the teaching is satisfactory, with clear improvements in most classes this year.
25. The teaching in the reception class is satisfactory; it was said to be unsatisfactory in 1997, and good in 1998. Staff are getting to grips with the new curriculum for the Foundation Stage and their management of the children is much better than was seen in 1997. In the rest of the school in 1998, HMI stated that teachers had raised their expectations of pupils and managed them well. At Key Stage 1 in 1997 and 1998, there was some unsatisfactory teaching, with some very good teaching in Year 2. Teaching was at least satisfactory, and sometimes good at Key Stage 2, some teaching in Year 6 had excellent features. Teaching is now best in Years 4 and 6 with some good teaching seen in all year-groups. There is little difference in the quality of teaching between the subjects, it is the quality of the planning that makes the most difference to the lesson.
26. Teachers' knowledge and understanding is satisfactory and improving, especially in information and communications technology, religious education, and in the teaching of literacy and numeracy skills. The teaching of reading is satisfactory, but could be better if more use was made of information about what pupils can read, and which skills need more active teaching. There are deficiencies in teachers' ability to teach art and design. The teaching of mathematics and science, at Key Stage 2 is of a quality that is guaranteed to raise pupils' achievements.
27. Teachers generally plan effectively, setting clear objectives for pupils of all abilities, but this is inconsistent and could be much better. Lesson plans vary considerably. Teachers use methods which enable pupils to learn effectively, setting suitable challenges for pupils, although, at Key Stage 1 the most able pupils are not always sufficiently challenged, and this hinders their progress. Pupils are given too few opportunities in science at Key Stage 1 to develop their enquiry skills, and this is due to the way lessons are planned.
28. Staff are sensitive to pupils diverse learning needs and they try hard to overcome barriers to pupils' learning. Pupils who have special educational needs and those who might be disadvantaged benefit, particularly, from this. Pupils with special needs benefit from the overall good teaching received by most classes in the school. Lessons in English, mathematics and science are well planned and there is generally a good balance between independence and support. Teaching assistants are deployed well, for example, they help pupils improve their standards of speaking and listening at Key Stage 1. Additionally, setting arrangements, as in Year 2, ensure that lower attaining pupils receive good support to help enhance their achievements. In some lessons, however, work is not always matched appropriately to the needs of all abilities.
29. Most lessons are challenging, and a few, at Key Stage 2, inspire pupils. The most interesting lessons are for those pupils at the top of the school in Years 4, 5 and 6. These lessons ensure that

pupils sustain concentration and apply lots of effort to their work. An example is a mathematics lesson in Year 6. The teacher set a highly appropriate, challenging task and helped pupils to work out how to tackle it. The task was related to chess and other real aspects of pupils' lives. The pupils tried hard, with success, to do the work, and a subsequent lesson showed that they had good understanding of the application of the methods.

30. One major strength of the teaching is the way the staff relate to pupils and how they insist on high standards of behaviour. The relaxed, but productive, ethos adds considerably to the feeling of community in the lesson, and the good discipline ensures that all pupils are able to learn. The smaller classes for Year 2 allow all pupils to have personal help. But when there are too many pupils for one adult, such as in the reception class for some lessons, standards of behaviour are not so good; an example is the music lesson for the reception class. This is a management issue.
31. Lessons generally have satisfactory pace but it is evident that too little work was done in some classes over the recent past. This is a curriculum planning issue. Most teachers use their support staff effectively, and these staff give a sound contribution to the teaching. However, at times, these skilled staff are not used efficiently, sitting for long periods listening to the teacher. This is also a management issue. Resources are usually used effectively, but too little use of information and communications technology is built into the lessons, with machines available and not used, or opportunities missed to use new technologies in some subjects, such as science.
32. The day-to-day assessment of pupils' work is satisfactory overall but this disguises a wide discrepancy in practice. Some parents thought that work was not well marked, especially in Key Stage 1, and they are right. Work was not marked consistently during this year. Work was marked as correct, which was not. Pupils were allowed to get away with sloppy work, and corrections were not insisted upon. The work of pupils in Year 5 last term was particularly concerning in this respect.
33. Teachers use assessments to help pupils overcome difficulties, but this could be better. Most lessons are properly evaluated, to see what went well, and what could be improved, but this practice varies. Some pupils, especially more able ones, read books that are too easy and so they will not make sufficient improvement in their skills. This is because some records of reading are insufficiently rigorous.
34. Homework is a concern of some parents. Work is provided that is good in the reception class, and is entirely appropriate. At Key Stage 1 homework is sometimes inappropriate, and not marked properly; it does little to raise pupils' attainment. The setting and marking of homework, especially for mathematics, at Key Stage 1 has, at times, been unsatisfactory. Not only have pupils failed to benefit from work on their own at an appropriate level, but also parents do not know what their children can do, and how they are supposed to do it. This is unsatisfactory and is an issue for the managers to sort out. At Key Stage 2 homework is generally satisfactory.

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

35. The curriculum has improved significantly, especially since the 1997 inspection. It has improved particularly at Key Stage 2 where it is now broad, balanced, relevant and interesting. After the previous inspection the school made the decision to introduce a planned programme of activities which focuses on one 'creative arts' subject each year, to improve, particularly, art and design, music, dance and drama. This has been partly successful as the numerous opportunities for pupils to work with a variety of artists to perform and show off their talents in music, dance and drama enriches the curriculum in these subjects. Educational visits and visitors further enhance learning in these subjects.

36. The curriculum provided for children in the Foundation Stage of learning, currently in the reception class, is satisfactory and covers all the Early Learning Goals for children. The curriculum at both Key Stages 1 and 2 meets the statutory requirements of the National Curriculum and the locally Agreed Syllabus for religious education. However, there are weaknesses in curriculum organisation and management, especially at Key Stage 1. The balance between subjects and the use of time over the day and week is unsatisfactory at Key Stage 1, and this was the case at the 1997 inspection. There is a lot of time spent on English and mathematics and not enough time given to learning in science, geography, history, design and technology, and information and communications technology. The school decided to give particular emphasis to literacy and numeracy skills at Key Stage 1 but this has not been well enough planned, to the detriment of other subjects, and so the curriculum is unbalanced. At Key Stage 2 insufficient time is given to physical education and art and design in some classes. The time available for teaching, in the week is too short.
37. Insufficient attention and emphasis is given to the teaching of skills in some subjects including geography, history and art and design at both key stages and science at Key Stage 1. Provision for higher attainers in science to achieve higher standards at Key Stage 1 is unsatisfactory and is a factor in the unsatisfactory progress of higher attainers in the subject, an issue from the previous inspection which still needs to be fully addressed.
38. There is a suitable personal, social and health education policy, which ensures satisfactory provision for sex education and drugs awareness. Good opportunities are provided in science lessons for pupils to learn about the importance of self-care including the importance of healthy diets and exercise. The school has not yet produced a personal, social and health education scheme of work, which could enrich this aspect of the curriculum further, but this is a current priority on the school development plan.
39. Although most pupils have equal access to the curriculum, the practice of taking pupils out of the same lesson each week to take part in a number of activities including extra help in literacy skills, speaking and listening and playing recorders means that some pupils do not receive their full entitlement to some subjects. When this involves missing assembly and religious education, pupils' spiritual development is compromised and the statutory requirement for every pupil to take part in a daily act of worship is not met.
40. Provision for personal development is good with well planned opportunities for pupils to develop independence and allow them to use their initiative. Pupils are actively encouraged to take a full part in lessons and they are confident to challenge each other and the teacher if they feel they have a valid argument. Everyone's contribution is valued and pupils learn to respect and value one another as a consequence. This is due to the ethos of respect established by the school.
41. The planning of the teaching of individual subjects has improved since the last inspection and is now satisfactory. There are suitable schemes of work in the form of medium-term planning in most subjects and these have been developed to match the interests of all pupils, including those with special educational needs. However, there is no whole-school curriculum overview so continuity is not assured across the key stages. In some subjects planning often covers the activity in which pupils will take part and not the specific skills that are to be developed. Parents are concerned about the small amount of physical education and art and design, especially at Key Stage 1 and the inspection team agrees that this is a problem. Subject leaders have a good overview of their own subject and are beginning to monitor coverage and standards, so that they will know what is happening in the classrooms.
42. Pupils with special educational needs generally receive a broad and balanced curriculum and they benefit from good quality individual education plans which contain literacy, numeracy and behavioural targets. Provisions of the statement of special educational needs are met well. Inclusion is effectively established by the good support in class. Very good social relationships are

evident both with staff and pupils, and no pupil suffers as a result of seeming to be different. Provision to support pupils who may be disadvantaged is good and this ensures that at least satisfactory progress is made in lessons. Staff are sensitive to the needs of pupils with special educational needs, English as an additional language and of different social groups and they provide support to ensure that pupils can follow the lessons and work at their own pace.

43. The school's strategies for teaching literacy and numeracy are sound. Staff have enthusiastically adopted the national strategies and these are working to raise standards of attainment. However, computers and other information and communication technologies are not used well enough to support learning in other subjects, and this is the school's current priority.
44. Provision for extra-curricular activities is good, even though a significant number of parents would like there to be more. Clubs include football, netball, gymnastics and country dancing which make a good contribution to physical education. There is also a French club, English Chamber Orchestra band project and a new magazine club, which encourages pupils to use their speaking and listening skills as well as developing reading, writing and computer skills. Cycling Proficiency takes place every summer and during the school day pupils, who wish, learn to play a musical instrument and take part in weekly tap dancing lessons. The provision of extra-curricular activities has a good impact on pupils' personal and social development.
45. The school has continued to develop effective links with other schools. There is good liaison with the secondary school that most pupils will attend. Pupils in Year 6 get an opportunity to visit the school of their choice and this improves their confidence in making the move. There are good curricular links with other primary schools through a local 'cluster' group.
46. Provision for the spiritual, moral, social and cultural development of the pupils is very good and is a major strength of the school. It has improved since the 1997 inspection, and the strong social and moral framework that was identified in 1998 has been maintained. Assemblies play a major part in the personal development of pupils. Planned opportunities for spirituality and reflection create an ethos in which all pupils feel valued. Collective worship offers opportunities for pupils to give thanks for the 'special' things in their own lives, and to reflect and show empathy with others less fortunate than themselves. Statutory requirements for collective worship are not always met however, particularly when pupils are withdrawn to work on language or literacy tasks. This inhibits inclusion for these pupils, and denies them the opportunities that other pupils have to explore the wide range of experiences that are developed at these times.
47. During lessons a sense of wonder is evident in the many very special opportunities that are created. For example a video shown by a teacher of her own baby at twenty minutes old promoted excitement and a sense of awe as pupils learned about 'new beginnings'. Good planned cultural experiences in religious education, history and music help to develop pupils' awareness of other cultures, both in the past and the present day. Pupils quote many instances in which spirituality and culture are promoted. For example they describe their involvement in a multi-cultural dance workshop that helped them to understand different cultural influences in some modern dances. Discussions take place relating to morality and behaviour that pupils identify as having a influence on how they respond and behave in class. Some pupils in Year 6 talked about the way behaviour in the school had improved, linking this to the focus placed on the exploration of personal issues during assemblies. They talked with maturity about the promotion of social responsibility. The School Council is valued as a way in which pupils can influence life in school. They take these responsibilities seriously and describe how they have changed or instigated rules for the good of all.
48. The provision for pupils' moral and social development is very good. The good behaviour policy and the very good reward systems promote positive behaviour throughout the school. Pupils are enabled to take responsibility for simple jobs such tidying classrooms, putting away equipment,

giving out books, from the earliest age. In the reception class children are encouraged to sweep up the bits of paper that result from creating models out of re-cycled materials. As they move through the school pupils are given wider responsibilities, such as looking after younger pupils and monitoring lunch and dinner breaks. They take initiative for projects, and design posters and campaigns to improve life at school. The staff provide good role models. They care about their pupils and create a community of learning within the school. The school takes seriously its duty to promote racial harmony and its provision is successful in this respect.

49. The very good residential experiences for older pupils are valued. They were described by one pupil as 'an opportunity for us to grow in confidence'. The good extra-curricular programme also offers a range of good social experiences for pupils. Pupils work together well, and teachers make sure there are many opportunities for collaborative working practices, and shared experiences.
50. The school has strong links with the community. The school has worked hard to develop good links with the outside community which make a positive impact on pupils' learning and the quality of life within the school. There is a governor responsible for this aspect of provision and so pupils are given a wide range of experiences. The local Fire Brigade provided invaluable help in filling the wildlife pond. There are links with the local church and a close friendship with a local rest home for horses. The school's music curriculum receives much welcomed help from the English Chamber Orchestra who run workshops and concerts for children throughout Bristol. For several years the school has enjoyed a close relationship with a school in Holland, writing letters and exchanging information with them.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

51. The school is a very supportive community with a warm and caring ethos which places children firmly at the heart of everything it does. Pupils' confidence in the security and support that the school provides helps them to concentrate in lessons and achieve high standards. The sound provision for pupils' welfare, support and guidance noted in previous inspection reports has been improved and extended further.
52. All members of the school community work together for the good of the pupils. Everyone is unfailingly kind and the pupils trust them completely. They know that staff can be relied upon in every situation to provide wholehearted support and sympathetic guidance. Good use is made of class discussion time and assemblies to give pupils the confidence to talk about anything that worries them. Teachers know their pupils and their work very well and they respond readily and sensitively to their needs. They value pupils' contributions in lessons and help to raise their self esteem. This is caring and very effective teaching. The school makes good provision for pupils with special needs and for whom English is an additional language and there is close and effective liaison with appropriate outside agencies. Learning support assistants are patient and encouraging and make a good contribution to pupils' learning.
53. Comprehensive child protection procedures have now been introduced and recent refresher training has ensured that these are well understood by all staff. The health and safety policy is detailed and is checked rigorously by the health and safety governor and the headteacher. There are no health and safety concerns and the whole school site is extremely clean and well maintained. There are good arrangements for first aid, and fire drills are held regularly. School meals are good and several members of staff eat their lunch with the pupils, who chat happily and

show genuine affection for each other. All pupils are closely supervised in the playground where a particular feature of the school is the way in which pupils of all ages play happily together.

54. There are very good procedures to promote good behaviour and the school functions as a calm and well-ordered community. There is a good behaviour policy and procedures are applied consistently throughout the school. All parents who replied to the questionnaire felt that behaviour was good. There is no evidence of bullying or harassment and pupils are very clear that they must tell an adult if anything worries them.
55. Procedures to promote good attendance are less rigorous. Although it is made very clear to parents that they must inform the school if their child is absent, there is evidence that some do not, and the school sometimes fails to follow up reasons for absence.
56. Teachers work hard to develop a clear picture of pupils' strengths and weaknesses in their work, behaviour and personal development. Procedures to identify pupils early who need extra help are good and the school follows all the recommendations of the national Code of Practice with regard to special educational needs. The school takes care to acknowledge pupils' achievements, particularly when they have made efforts and tried hard. There is a good system of house points, merit marks and a Headteacher's display board of excellence, all of which are greatly prized and which encourage pupils to achieve more.
57. The school has good procedures for introducing children under five to school life. Children in the reception class are well looked after, and this ensures that they enjoy school and get the most out of the teaching.
58. The 1998 inspection noted the improvements in assessment procedures. This improvement has been maintained. Suitable assessments are used effectively to set appropriate targets for individuals and groups of pupils in English, mathematics and science. Pupils' progress towards these targets is monitored closely. Teachers keep very clear records of what pupils can and cannot do and these help teachers to know the progress individual pupils have made. However, reading records are not always good enough to ensure that all pupils read books that challenge them. In Year 2 useful records are kept of the comments that pupils make as they talk about their work and these help teachers identify what pupils do and do not know. These are not yet used well enough to support curriculum planning, as there are not always sufficient opportunities planned for higher attaining pupils to do work at a challenging level. Teachers assess carefully at the end of each unit of work in all subjects except information and communication technology, art and design and in physical education.
59. The individual education plans for pupils with special educational needs are of good quality, and the provision for the identification and assessment is a vast improvement on the situation found at the inspection in 1997. Annual Reviews are carried out efficiently and the school had good involvement from parents and other professionals from which the pupils gain great benefit. However, although the school has designated a member of staff to oversee the education of those pupils in public care, these pupils are not yet provided with the personal education plans that are the best practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. The school shows very good commitment to building strong and effective links with parents. These make a strong impact on pupils' learning and the quality of life within the school. In the inspection questionnaires and at the pre-inspection meeting parents registered their very strong support for the school. Inspection evidence supports parents' high levels of satisfaction with the way in which the school works in partnership with them. The good partnership with parents that was found in the last inspection report has been well maintained.

61. The school puts considerable thought into the way it communicates with parents and is very open to any comments and suggestions. Letters and newsletters are written in a clear and accessible style which keeps parents up-to-date with the current curriculum and with school activities. The prospectus and a helpful induction programme give clear information about school routines, and introduce ways in which parents can support their child's learning at home. There are regular meetings and workshops to discuss various aspects of the curriculum, such as the introduction of the numeracy hour, as well as consultation evenings where parents discuss the progress their child has made. Although consultation evenings are very well attended, attendance at the curriculum meetings is sometimes disappointing. Parents are given a very comprehensive annual report of their child's standards and progress in learning which teachers discuss with them and which include personal targets to help pupils to improve.
62. Parents of children with special education needs are kept well informed of their children's progress. The quality of parental involvement in special needs has improved significantly since the last inspection. Parents are involved in both the construction and the monitoring of individual education plans and make a good contribution to the quality of their children's learning.
63. A significant number of parents have raised concerns about a lack of information about their children's progress. Some parents would also like more precise information about each term's curriculum in order to support their children's learning at home more effectively. Although the inspection team is satisfied that the school is very welcoming to parents and that teachers are always prepared to discuss the progress children make, it accepts that some parents would benefit from more detail on the current curriculum in each class. Some parents are concerned about inconsistencies in homework. They told inspectors that some classes in the upper school receive less homework than those in the lower school and that some homework is not marked. Inspection evidence supports some parental concerns about homework at Key Stage 1.
64. The school actively invites parents to become involved in the life of the school and staff are helpful and approachable. School policies encourage teachers to involve parents and several make a regular commitment to help in classrooms, to listen to readers and to accompany classes on outside trips. The school would not be able to run and maintain many of the out-of-school clubs were it not for parents' continued help and support. Parents have already signed the home/school partnership agreement and the greater majority co-operate readily, for example by listening to their children read at home and by reporting absences promptly. Parents demonstrate their interest in the school by attending open evenings, supporting school activities, and responding to questionnaires.
65. There is a flourishing and imaginative Friends' Association which contributes generously to school funds and which cements excellent relationships between parents and staff. This was well illustrated in a highly successful Millennium weekend which was very well supported by staff, governors and parents. Pupils benefit enormously from the funds raised on their behalf, from the many excellent facilities which parents have provided and by the quality of relationships forged between home and the school. Parents are very appreciative of the support given by the school to the Association's events and see this as practical evidence of the school's strong commitment to building a strong home/school partnership.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. At the time of the 1997 inspection the headteacher had been in post for only four weeks. That inspection team acknowledged her clear vision for the school and her ability to make essential changes. By 1998 the leadership and management were said to be good. The headteacher has done a very good job in turning the school round and steering it into a position of potential strength. She has been ably supported by her current and former deputy headteachers. The headteacher

has had to face many difficulties, such as acquiring new staff and establishing coherent, workable systems to ensure consistency and conformity. This she has done with a determination that is acknowledged by all interested parties, and with thought and sensitivity. She has not gone for quick fixes. She has led the school very well.

67. The overall leadership of the school is good, with valuable contributions from the governors and improving input from subject managers. There are shared values and absolute agreement about the direction of the school in the long-term. The governors and staff have been successful in improving the school and delivered what is required by the government, the parents, the pupils and the local community. Barriers to change have been identified and the resources necessary to improve have been acquired, particularly skilled teachers. The major resource implications of strategic decisions have mostly been properly considered, although more could be done in this respect. Changes have been made which have brought about improvements as intended, but some of these changes have themselves caused secondary problems. Examples are, the unimaginative timetabling of the withdrawal of pupils for extra work and music, and the lack of ancillary support for the teacher in the reception class, while this support assistant does extra work with pupils on speaking.
68. The management is satisfactory overall, with strengths in some areas and weaknesses in the management of the curriculum and of the provision at Key Stage 1. The school has given extra responsibility for staff in areas where there are few problems, such as welfare, but not in areas where there are problems, such as the overview of the curriculum. This is not good planning of resources. The governors, many of whom are newly in post at the present time, have done a good job over time, in ensuring that the school is improved. Led by a knowledgeable and understanding chair, governors are well involved in the life of the school. Individual governors are linked to subjects and classes and know what is going on. This involvement is a considerable improvement since the 1997 inspection. Except for ensuring that all pupils attend all acts of collective worship and lessons in religious education, all statutory requirements are met. This deficiency is due to the unsatisfactory construction of the timetable and is an issue that the school's management must address very soon, as it has implications for the further improvement to standards of attainment.
69. The management of the curriculum, although satisfactory overall, has areas of weakness that are affecting the teaching and hence pupils' achievements. Most subject managers know what is going on in their subjects. They check the planning of the teaching, and sometimes the delivery, but this should be done more often. Where it has been done well, such as in mathematics, standards of attainment are rising. There is no manager for art and design and this is unsatisfactory, especially as pupils' achievements in the subject are unsatisfactory. This situation is known to the school but there are too few plans to address it. There is no overall manager for the curriculum and so links between areas, possible conflicts, and anomalies about lesson timings have not been noticed. This is particularly so at Key Stage 1.
70. The management of Key Stage 2, apart from some curriculum issues, is generally good. The considerable changes that all schools have had to make recently, have been well managed here. The management of Key Stage 1, although satisfactory, is not rigorous enough to ensure a smooth transition of pupils from Key Stage 1 into Key Stage 2. There has been insufficient monitoring of teaching, learning, assessment and homework. More able pupils, although doing quite well, could be challenged more with better assessment. Some parents have pointed this out, and they are correct to be concerned. A significant number of parents are not happy about the provision in Key Stage 1, especially Year 2; difficulties raised include the size of the class, the management of the curriculum, the homework and about some pupils working outside a classroom. The inspectors can understand their concerns, which could be alleviated by better management of this key stage. The headteacher is aware of difficulties in this area and has started to address them. The appointment of an extra teacher has helped greatly in this, but she could be used more efficiently.

71. The management of the provision for special educational needs is good. The special educational needs policy is thorough and up-to-date. The special educational needs co-ordinator ensures that day-to-day management and organisation is of a high standard. Governors discharge their responsibilities well: they consider formal reports termly and ensure that special educational needs funding is spent appropriately. Currently, however, they do not formally evaluate the effect of special educational needs arrangements on the progress of pupils.
72. The school has appropriate priorities for development, and these are simple and phased. A good overview is kept by the governors, and the headteacher has ensured that realistic strategies are employed to check the progress towards the targets, and that these are evaluated. This is a good improvement since the 1998 inspection when the inspectors felt that the school's plans for further improvement were not well documented. The managers and governors know that everything cannot be done at once, and have learned to tolerate ambiguity. This has ensured that issues are tackled thoroughly. The goal to raise the quality of teaching has been realised by rigorous monitoring and good training of staff, much of this by learning from the good practice that is within the school. The current priorities to raise attainment in information and communications technology and in writing are appropriate. The costings of the school development plan are sometimes a bit vague, and this is an area for further development.
73. The school takes seriously its duties to include all pupils in all that it has to offer. Pupils with special educational needs are generally well catered for and fully included; they make at least satisfactory, and sometimes good progress. More able pupils usually achieve at a level that is appropriate for their ability, but more rigorous planning of differentiated work, in some classes, would ensure this. Pupils that could, possibly, be disadvantaged through social circumstances, or not speaking English as their main language, being of non-white ethnic origin, or being cared for by people other than their parents, are well provided for in the school. The school's ethos of care and concern is a vital factor here. However, although there are policies about equal opportunities, these suggest intent, and actions cannot always be assured as there are few procedures describing how these intentions are to be realised, and what the problems might be. The good practice that is evident should be encapsulated in better documentation, which would ensure that there are no possible reasons to exclude any pupil from any activity. In order to ensure that all pupils are given the very best, these policies about social inclusion need to be reviewed.
74. There has been a high staff turnover in recent years and several classes have had more than one teacher each year. Some of this teaching is known to have been unsatisfactory. This has had a negative impact on standards in many classes. Staffing is now more settled and there are sufficient experienced and qualified staff to meet the demands of the curriculum. Training has improved recently and is having a positive impact in subjects such as information and communications technology, but teachers are insufficiently trained to teach art and design. This is a better picture than that in 1997 when there was a lack of expertise in many subjects. In the 1998 report a clear vision had been established in relation to staffing and training. This has been maintained, and overall, staffing at the school is satisfactory.
75. Teachers and support staff have regular opportunities to undertake training related to the school development plan. They share knowledge and expertise with others, and work closely together ensuring that the needs of all pupils are met wherever possible. Staff are committed to furthering their own expertise. The headteacher monitors teaching well and works closely with them to identify training needs. Good individual training plans have been implemented and the effects of these are being monitored in relation to their impact on teaching and learning. This is good practice. Satisfactory procedures for performance management are in place and appropriate training for governors has been undertaken. Induction procedures are well established and welcomed by staff new to the school.
76. The school's accommodation is satisfactory and allows all subjects of the National Curriculum and religious education to be taught effectively. It is light, bright, well maintained and is also extremely

clean. There is plenty of space outside classrooms for staff to take small groups and listen to readers. Teachers of pupils in Year 2 make good use of the area outside their classroom to support the individual needs of the pupils in their class. The school has good outdoor facilities including two playgrounds and a sports field. There is an on-going project to provide a conservation area in the school grounds, which will provide a dipping pond and encourage wildlife, and make a good contribution to pupils' knowledge and understanding of science. The PTA has generously donated £5,000 for this and for improvements to the outside play area for children in the reception class.

77. A computer suite has recently been built and this is proving very effective in improving pupils' information technology skills. Unfortunately, this has been created at the expense of the library which is cramped and no longer encourages pupils to browse. Resources for learning are generally satisfactory, and are used well. There are too few resources for art and design and this affects standards. Classroom support staff give sound input to the teaching. They are not always used in the most efficient way, especially in the reception class and in Key Stage 1.
78. Financial planning is good. Immediate priorities are supported through requests for equipment and resources from subjects managers; these are linked to priorities in the school development plan. The management of funds is very efficient and responds well to needs. Recent issues raised in the financial audit have been addressed. The school applies the principles of 'best value' to large purchases by gaining a number of tenders. These are not yet monitored to ascertain amount of impact on standards. Given all that has been achieved, with some difficult issues tackled successfully in a relatively short time, the school has made very good improvements since October 1997 and further good improvements since 1998. Taking into account the achievements and commendable attitudes of the pupils, the current good teaching and the fact that the cost of educating each pupil is only a little higher than average, the school gives satisfactory value for money. With the goodwill and professionalism currently displayed, the school shows that it has good capacity for further improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue the good improvements already made, the governors and staff should now:

- (1) Raise pupils' standards of attainment in information and communications technology by:
 - ensuring that there is sufficient time to teach all the programmes of study. The timetable needs to be reviewed in order to do this.
 - ensuring that there are sufficient resources, and these are always in a fit state to allow consistent use;
 - providing further training for staff so that their skills continue to improve.
(Paragraph Nos. 3. 5. 6. 9. 10. 11. 12. 31. 43. 123. 131. 133. 134)

- (2) Raise pupils' attainment in art and design by:
 - producing a policy which will guide staff in their teaching;
 - developing a scheme of work to ensure that pupils acquire skills and understanding in a coherent way;
 - establishing appropriate assessment procedures so that staff and parents are clear about what each pupil knows, understands and can do;
 - improving teachers' own knowledge and understanding of the subject.
(Paragraph Nos. 3. 5. 6. 9. 26. 41. 74. 114. 117)

- (3) Improve pupils' enquiry and investigation skills in history and geography through the school, and in science at Key Stage 1 by:
 - planning appropriate opportunities within the lessons;
 - assessing so that teachers know what was achieved in the previous class.
(Paragraph Nos. 4. 11. 27. 37. 108. 109. 112. 123. 124. 125. 127. 128)

- (4) Ensure that all pupils have equal access to a full curriculum appropriate to their needs by:
 - stopping the practice of allowing pupils to miss acts of collective worship and religious education to have extra help in other areas;
 - consistently providing more challenging work for more able pupils at Key Stage 1.
(Paragraph Nos. 39. 46. 68. 139. 140)

- (5) Improve the planning and organisation of the curriculum by:
 - establishing procedures so that there is an effective overview of the whole curriculum;
 - planning the timetable for each class so that all subjects have an appropriate length of time allocated and that time is not wasted.
 - ensuring that staff are used more efficiently;
 - ensuring that resources and the accommodation are used efficiently;
 - improving the management of the provision at Key Stage 1 so that senior staff and governors have a full picture of what is provided and what is achieved.
(Paragraph Nos. 27. 31. 36. 37. 41. 58. 67. 68. 69. 70. 77. 109)

- (6) Improve the assessment of pupils' skills in information and communications technology, art and design, and physical education through the school, and in science at Key Stage 1 by:
 - planning how to do this;
 - having assessed, using the information gained to plan further suitable teaching.
(Paragraph Nos. 4. 58. 112. 117. 145)

Governors should also consider how they can improve the provision for the physical development of children under five

(Paragraph Nos. 2. 84)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	85

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	51	38	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		210
Number of full-time pupils eligible for free school meals		18

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		41

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.4
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	17	10	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	17
	Girls	8	8	8
	Total	23	23	25
Percentage of pupils at NC level 2 or above	School	85 (78)	85 (81)	93 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	8	7	7
	Total	23	23	23
Percentage of pupils at NC level 2 or above	School	85 (81)	85 (88)	85 (88)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	19	13	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	18
	Girls	11	12	13
	Total	25	26	31
Percentage of pupils at NC level 4 or above	School	78 (91)	81 (82)	97 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	16
	Girls	11	11	12
	Total	24	24	28
Percentage of pupils at NC level 4 or above	School	75 (85)	75 (82)	88 (91)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	181
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

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

Total number of qualified teachers (FTE)	9.25
Number of pupils per qualified teacher	22.7
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	97

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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Financial information

Financial year	1999/00
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	£
Total income	390894
Total expenditure	366495
Expenditure per pupil	1721
Balance brought forward from previous year	24431
Balance carried forward to next year	24399

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	152
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	27	1	0	0
My child is making good progress in school.	51	44	4	0	1
Behaviour in the school is good.	53	47	0	0	0
My child gets the right amount of work to do at home.	45	42	9	1	3
The teaching is good.	55	40	1	0	4
I am kept well informed about how my child is getting on.	31	49	20	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	26	4	1	0
The school expects my child to work hard and achieve his or her best.	67	29	3	0	1
The school works closely with parents.	47	42	9	0	1
The school is well led and managed.	62	34	4	0	0
The school is helping my child become mature and responsible.	55	44	0	0	1
The school provides an interesting range of activities outside lessons.	40	35	11	5	9

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

79. Satisfactory provision is made for children in the Foundation Stage of Learning who are in the reception class. This is an improvement since the previous inspection in 1997 when the provision did not build on children's earlier skills. In 1998 provision had improved and this has been maintained. There are currently 28 children in the class and 15 of these are still under the age of five. Attainment on entry is broadly average in relation to the local authority's baseline entry assessment. These are not linked to national averages but evidence shows that attainment on entry is about at expected levels.
80. Provision for communication, language and literacy is satisfactory and children benefit from an appropriate range of activities to promote speaking and listening as well as reading and writing. They enjoy stories and develop their vocabulary through group activities. They make satisfactory gains in their listening skills and they are average by the time they leave the class; but sometimes the lively behaviour of a few children disrupts the learning of the others. This is particularly evident when there is no additional support in the classroom. At these times provision is unsatisfactory and standards drop. Children generally enjoy stories and rhymes. They develop their language as they join in with aspects of the stories that they hear. For example, following the story of an 'alien' children contributed their ideas of words that would describe the characters. They thought of many evocative words, and even made some up, such as 'slithery, wriggly, wobbly'. Children ask and answer simple questions and identify many initial letters and sounds. They benefit from good home-school links in which parents contribute effectively to their language and literacy skills. Higher attaining pupils can write their own names, and show awareness of letter size. Almost all pupils join in with making letter shapes in the air, and contributing in whole class discussions.
81. The progress in learning of mathematical skills is satisfactory. Provision for the development of these skills is satisfactory, and so children attain standards in line with those expected. Children develop their mathematics skills through the use of many different resources in whole class and group activities. They use a number line daily to identify how many children are in school. They solve simple problems regularly. For example when counting up to 10 on a number line, they were able to find which number was 'bigger than' a given number such as 5. Their thinking skills are fostered through simple daily problems such as how many children are having school lunch, and how many are having sandwiches. They calculate these sums with the use of number lines. Higher attaining pupils work with numbers to 20, and are beginning to write down simple addition sums. Where support is provided, children make better progress in this area of learning.
82. Provision for the development of knowledge and understanding of the world is also satisfactory, and children make sound gains in learning. Appropriate standards are achieved overall. They have a broad range of opportunities to improve and develop their skills as they create models with small construction bricks, large bricks or re-cycled materials. They are able to explain clearly what they are making, and tidy up after themselves. Many can use sticky tape effectively to stick their models. A few can use scissors independently to cut paper and card. A few higher attaining children create models that move and describe them as machines or 'a chocolate factory'. Experiences in which they learn about special things are also offered. A good display of 'special items' brought to school by staff and pupils provides opportunities for reflection and quiet time. Children's knowledge and understanding improves when there are high levels of support. For example, in one session there was an adult at each area of learning so that good support was available to all. In this session standards rose, and children made good gains in learning. They are encouraged to learn about growing things as they are involved in a special project to improve the outdoor environment. Sand and water play are available daily, and children enjoy experimenting

and playing in these areas. Too few opportunities are provided for children to learn about computers, or to control toys and events by using switches. This is unsatisfactory and inhibits the development of skills in this area.

83. Children's personal, social and emotional development is satisfactory overall, and they make satisfactory progress in learning as a result of the support they are given. Many collaborative play activities are provided to encourage children to play together and share toys. However the lack of an outdoor covered play area is a weakness and prohibits sharing of bikes and trolleys. Because of this children sometimes cannot play outside; behaviour then deteriorates, and standards fall. Children are learning to take simple responsibilities such as taking the registers to the office, tidying up after themselves and giving out snacks and drinks. They undertake these tasks well and enjoy the responsibility that is given to them. Behaviour is broadly satisfactory in the classroom and outside. There are times however when it is unsatisfactory, this is often due to lack of staffing. For example during a music session the teacher had all of the 28 children on her own; this led to noisy and disruptive behaviour because all the pupils could not have a turn or make themselves heard.
84. Provision for the some areas of physical development of the children is unsatisfactory and leads to lack of progress and standards are not high enough in their skills of controlling their bodies?? Children benefit from having hall sessions in which they can explore space and learn about their own body movements. However their achievements are hindered by the lack of support in the lesson. The class is too big for a teacher with no support assistant. Because of this some children, mostly boys, run around the hall and fail to listen to the teacher's instructions. They spoil the lesson for the others and standards drop. Physical development is also hindered by the lack of outdoor play facility. This means that children do not have sufficient opportunities to run, play, ride, push and pull toys and equipment. Hence standards in this area of learning remain low.
85. Provision for creative development is satisfactory and children attain broadly average standards. They make progress in gaining skills and understanding. They have opportunities to experiment with paint, dough and clay. Colour is used well in their pictures and many can draw recognisable people and houses. They sing and listen to music regularly. High levels of enjoyment accompany sessions in which they sing nursery rhymes and use actions to illustrate the songs. Pupils use simple tools appropriately to shape and mould materials, and show pride in their finished creations. They use brushes well to paint a range of pictures which enhance to classroom walls.
86. The quality of teaching for pupils in the Foundation Stage is satisfactory, with many good features. The staff in the reception class are skilled and enjoy being with the children. Lessons are appropriately based on the Early Learning Goals, and a range of suitable activities are provided daily. The children respond well to the activities and usually treat the resources and toys with respect; they benefit from the good role models that the staff provide. The class is large and often lively. Sometimes the management of their behaviour is unclear, and the lack of support staff in some lessons creates an environment in which a few pupils disrupt the learning of others. This is unsatisfactory and lowers the standards that children achieve.
87. The accommodation for the reception class is reasonably spacious and well presented. However there is no area in the room for wet play such as water and sand. Children do have these activities outdoors, but because there is no covered outdoor area, they sometimes do not have these experiences for many days at a time, and therefore miss out on this important area of development. However, resources overall are good and have a positive impact on learning. The lack of resources for the development of early information and communications technology skills is a weakness and is detrimental to children' early development of skills in controlling aspects of the world.

88. The 1997 inspection found that pupils' standards of attainment were about the national average by the end of both key stages, but with standards of speaking and listening being below expectations at Key Stage 1. No pupils were working above the expected levels at Key Stage 2. The 1998 inspection found that pupils were working at the expected levels in English but that more pupils were working at higher levels at Key Stage 2. The assessments on entry show that the pupils in the current Year 6 were performing around at the expectation when they entered the school. They now reach standards at, and sometimes above, the national average. Overall, pupils' attainment is at average levels.
89. In the 2000 end of Key Stage 1 national tests, the percentage of pupils reaching Level 2 or above was broadly in line with the national average in reading but below it in writing. The percentage of pupils achieving the higher levels is also above average in reading but below average in writing. In the end of Key Stage 2 national tests, the percentage of pupils reaching the expected Level 4 or above is broadly in line with the national average. The percentage of girls reaching at least Level 4 is slightly above the national average, but the figure for boys is average. The percentage of pupils reaching the higher levels is also at the national figure. Overall, the pupils attained lower standards in English than in mathematics or science. The school's analysis has shown that the reasons for this are linked to the relative under-performance of boys, weaknesses in writing skills and indifferent teaching lower down the school in past years. Nevertheless, although the patterns of results over the past three years has fluctuated, the improvement is broadly in line with the national trend.
90. In work seen during the inspection, standards at the end of Key Stage 1 are mainly at, and sometimes above, those expected nationally in all aspects of English for seven year olds. This demonstrates satisfactory progress given the pupils' attainment when they entered the reception class. In Year 2 the pupils show good knowledge of traditional tales, such as Cinderella; they expressed their opinions of the main characters well, backing their views with relevant information. They also ask interesting questions, such as 'Wasn't Robin Hood a real person?' Speaking and listening skills are in line with expectations. The pupils' attentive listening to the teaching and to each other was a common feature in many lessons. Pupils mainly express their opinions clearly. Reading skills are about average and higher attaining pupils are able to read with good expression. Writing skills are average and not as good as those in reading. This is linked mainly to the fact that many pupils have a limited vocabulary and have difficulties constructing sentences.
91. In work seen during the inspection at the end of Key Stage 2, standards are at the level expected nationally for 11 year olds. Speaking and listening skills are broadly average, but reading levels are above average. Overall writing standards are average. Although there are some competent writers in the year group, their number is insufficiently large to compensate for those pupils who find writing difficult, and whose spelling, punctuation and grammar show that they experience difficulties. Pupils who use English as an additional language and those with special educational needs make satisfactory progress in both key stages, in all aspects of English, relative to their prior attainment
92. A satisfactory strategy for literacy is in place and it is beginning to improve standards throughout the school. The consistent stress on the need to use subject specific vocabulary is a strength across most subjects, particularly in science, and key words are displayed in most classrooms. Pupils have good opportunities to read during the week and the quality of this provision is satisfactory. A few pupils are reading books that are too easy and this links with procedures for assessment that are not well used in all classes. Pupils use their literacy skills in other subjects; however, this needs to be developed further. Although the school uses the local education authority's library provision and buys its own books, the range and quantity of library stock is insufficient to meet the demands of all pupils.

93. The quality of teaching is satisfactory overall and this leads to satisfactory gains in learning. The teachers' knowledge of the National Literacy Strategy contributes significantly to the pupils' acquisition of skills, knowledge and understanding. Basic skills are taught well, and this pervades the majority of lessons. In a lesson in Year 4 the teacher captured skilfully the interests of the pupils by covering important key words of the 'Big Book' to help develop their vocabulary. Teachers are good role models in their reading, and the pupils emulate this, reading with expression, and being aware of their audience. Teachers usually adopt effective methods in their teaching, but they do not always match tasks closely to the different levels of attainment. The way that most teachers mark their pupils' work makes a good contribution to their progress, although there are exceptions. Most work is marked with a combination of comments indicating what the pupils have done well, and what they need to do to improve.
94. Where the quality of teaching is good teachers keep up a brisk pace and change activities frequently. Though the topic may remain the same, the pupils are working in groups, individually, or as a whole class, reading or writing, discussing or listening, and their concentration is good. This was evident in a Year 6 lesson on the use of linking words within a paragraph. Teachers generally have high expectations of what the pupils will achieve: for example, in Key Stage 1 lessons begin with 'What Wilf expects'. In more than one lesson seen, the teachers' enthusiasm was infectious and, as a result the pupils assimilated knowledge and gained understanding well.
95. The shortcomings in teaching that is otherwise satisfactory are linked to the teaching strategies. For example, questions are rushed and some activities, although appropriate, are rendered less effective through weaknesses in routines, for example, pupils calling out. Information and communications technology is used, for word-processing; this should be used more. The pupils' good attitudes to the subject and their good behaviour contribute effectively to a positive classroom atmosphere in which learning can take place effectively. Nevertheless, teachers' classroom management skills are good.
96. The subject is satisfactorily managed by a co-ordinator who receives very good support within Key Stage 2 from the key stage manager. There has been sound improvement in provision since the last inspection. Assessment is satisfactory, but more rigorous use of reading records would ensure that pupils do not read books that are too easy for them. The subject makes an effective contribution to the pupils' spiritual, moral, social and cultural development through good work in a range of areas, including poetry. When pupils studied the 'The Highwayman' they developed their capacity to think and reflect by considering some of the issues in the poem. Provided that the planned developments are implemented effectively, the subject has a satisfactory capacity within its present systems to improve further.

MATHEMATICS

97. At the 1997 inspection pupils' standards of attainment were found to be average but that pupils did not use their numerical skills to solve problems. There were few opportunities to use mathematics in other subjects. At the previous inspection, in 1998, standards of attainment were found to be in line with national expectations by the end of Year 2 and Year 6. Since then good progress has been made in raising pupils' achievements by Year 6. Currently pupils work at average standards by the end of Key Stage 1 and above average standards by the end of Key Stage 2; the difference is the way that pupils in Key Stage 2 use and apply their mathematics and solve problems. Pupils' progress in learning, through the school, has been variable, and dependent on the quality of teaching they had in each class. Overall it is good. Pupils have made consistently good progress in Year 6 over the last three years.
98. Pupils start in Key Stage 1 with skills in mathematics that are about those expected. At Key Stage 1 the national tests for pupils in Year 2 show that they have consistently obtained well

above average scores since 1997. Also, in 2000, scores were well above average in comparison with similar schools. These tests do not examine pupils' mathematical investigation skills and this explains the difference between test scores and overall performance. National tests scores at Key Stage 2 over the last three years show fluctuating levels, from well below average in 1997, to well above average in 2000 compared with all schools. Compared with similar schools pupils were well above average. Last year's leavers made extremely good progress since they were in Year 2, when they were just average. The percentage of pupils attaining just the expected level 4 has been dropping, while far more pupils attain the higher level 5, over 50 percent last year.

99. Pupils at Key Stage 1 work at average levels but more able pupils achieve higher levels in numeracy skills. Pupils in Year 1 who have special educational needs make satisfactory progress in learning. They are reasonably confident counting and adding numbers to ten, and benefit from having special help from the teacher and classroom support staff. Pupils who are more able identify and add odd and even numbers accurately in their heads. However, a significant number of pupils do not make the good progress of which they are capable, because work is not always provided which challenges them. Overall, progress in learning is satisfactory.
100. Pupils in Year 2 make satisfactory progress in their development of skills, but those of higher ability could do better if they were more challenged to think about what is needed. Pupils of lower ability benefit from the sparkle produced by a well planned lesson. They are able to make a number sentence, either adding or subtracting two numbers to make ten; this is quick and accurate. They notice patterns in numbers which is of great benefit to their understanding. Higher attaining pupils know the multiples of 2, 5 and 10. Most know that division is the inverse of multiplication, and a few can manipulate numbers up to 100, although dividing 30 by 6 was a difficulty for some, and they did not have the skills to work out how to do it. Average pupils are quite good at the calculations, but not so good at deciding which operation to use.
101. The progress of pupils within Key Stage 2 is good. The knowledge and understanding of pupils in Key Stage 2 improves as they get into Year 6. Some have really missed out on consistent teaching, those in Year 5 in particular, who, until this term, had teaching that did not help them to make appropriate progress. Parents know this and are justifiably concerned. Currently teaching is good in Years 4, 5 and 6 and this is gradually compensating for the deficiencies of the past.
102. Pupils in Year 3 know their 2, 5 and 10 times tables. The least able pupils can count on in 5s during quick-fire questioning but tend to get muddled when numbers are not in sequence. Pupils in Year 4 use a range of strategies that demonstrate a secure understanding of the four rules of number; most know their 9 times table and can use this to solve problems. Pupils have sound data handling skills which they use in subjects such as science, although more use of information and communications technology would help computing skills as well as the presentation of their results. Pupils in Year 5 show good learning of strategies to solve problems, also; they display good prowess in mental calculations. By Year 6 pupils' mental mathematics skills are well honed. They enjoy the challenge of converting numbers up to 100 by doubling, turning into fractions, percentages and decimals. In Year 6 pupils have a secure grasp of transformation geometry. They have a good knowledge and understanding of co-ordinates, and can translate, reflect and rotate shapes on a grid; they know the practical applications of this work. They work, in all the programmes of study, at levels higher than those expected. Their use and application of their numerical skills is particularly impressive. They are not scared of mathematics, they use it as a tool. They know when results are reasonable; they have good use of the technical vocabulary and describe situations using correct terms and symbols.
103. The reason for this steady rise in attainment is a well planned curriculum and good teaching in Key Stage 2. The teaching in Year 6 is particularly imaginative and pupils acquire a real fascination about mathematics; this is very good. The teaching in the lessons seen was nearly all good, but evidence from parents, from records, and from scrutiny of past work, shows that this

has not always been the case. The teaching at Key Stage 1 is satisfactory overall, but the homework at this key stage has been unsatisfactory in some cases.

104. Most lessons are lively and pupils respond accordingly. Lesson objectives are shared with pupils and this gives them confidence and a willingness to try. An especially good lesson in Year 2 was seen where the teacher allowed pupils to have a go and handled any wrong answers with great sensitivity, allowing pupils' self-esteem to remain intact. The lesson was fun and the learning very good. The opening and closing parts of the sessions are constructive and ensure that pupils know what they have learned. Explanations are clear and staff show sound knowledge and understanding of the subject. The expectations of achievements and behaviour are very high, especially in Year 6, and pupils rise to these expectations. Throughout the school pupils work hard and their behaviour is often very good.
105. Lessons which are otherwise satisfactory, at both key stages, have areas that could be improved. There is not always well differentiated work for pupils of all abilities, and so higher attaining pupils sometimes are insufficiently challenged, though this is not the case in Years 4, 5 and 6, at the moment, but last term most pupils in Year 5 did all the same work, and little practical mathematics was done. Able pupils at Key Stage 2 are given special extra work. Sometimes there are opportunities missed to extend pupils' mathematical thinking by responding to their questions on a wider field. Information and communications technology is used, such as in data handling, but this could be more consistent.
106. The under-pinning policy is not very useful and is up for review. The new co-ordinators have just started to monitor the work and plan to observe the teaching in order to raise standards of attainment even further. But in reality, what is going on is usually well presented and most pupils make good progress. The subject contributes well to pupils' overall personal and social development, giving them success and issues which grab their imagination. The emphasis on problem-solving at Key Stage 2 is having a major impact on achievements and the school has good plans to extend the use of information and communications technology in the subject. The good progress is a function of the good teaching and, mostly, assessment is in place and appropriate, including assessment of pupils' investigation skills. However, the inconsistencies of marking and homework have had a detrimental effect on pupils' progress and this needs to be addressed.

SCIENCE

107. Results of the 2000 National Curriculum teacher assessments for seven year olds showed results for most pupils to be below average when compared with all schools and also compared with similar schools. The number of pupils achieving the higher level 3 is well below average in all aspects of science.
108. The previous inspections in 1997 and 1998 judged standards in science by the age of seven to be average. There has been some improvement since then. Lesson observations and discussions with pupils show that by the age of seven, the majority of pupils attain average standards in all areas except for scientific enquiry where standards are below average, especially for higher attainers.
109. Progress in learning at Key Stage 1 is satisfactory in all aspects of science except scientific enquiry. Pupils have too little opportunity to plan and carry out investigations independently thus higher attainers have insufficient opportunities to reach higher than average standards. This is due to the insufficient time given to science on the timetable and to lack of planned provision in the curriculum. Assessments are also insecure and do not reflect what pupils can do and what they already know. Work is therefore identical and does not match the individual learning needs of all pupils especially the higher attainers. Pupils in Year 1 respond positively to the practical activities, which allow them to find out for themselves how different materials feel. Pupils work well

together in small groups to sort a range of materials according to whether they are soft, hard, bendy or not bendy. However, despite their excitement, there is too little time to allow them to explore the range of materials offered and thus extend their knowledge and understanding of materials. Learning becomes rushed and pupils are given insufficient opportunities to take their learning beyond average levels. In Year 2 although teachers plan suitable practical investigations for pupils to take part in, these are too directed by the teacher and too much emphasis is placed on what the children are to learn rather than why. While knowledge and understanding of scientific facts is satisfactory, specific scientific skills are not taught well enough.

110. Results of the year 2000 end of Key Stage 2 national tests show that standards by the age of eleven are very high when compared to similar and all schools nationally. The proportion of pupils achieving the higher level 5 is also very high. Lesson observations and discussions with pupils show that by the age of eleven, the majority of pupils attain very high standards in most scientific aspects. Standards in scientific enquiry are well above average. This is a considerable improvement since the inspection in 1997, which judged standards and learning to be unsatisfactory. The 1998 inspection reported average standards overall. This improvement is mostly due to the considerable improvement in the quality of teaching at Key Stage 2 and a more structured curriculum, which focuses suitably on the development of scientific skills as well as knowledge and understanding of facts.
111. Progress in learning at Key Stage 2 is good, because of the good teaching. Lessons are planned thoroughly and build carefully on secure assessments of pupils' previous skills, knowledge and understanding. Lessons are practical and exciting, and motivate pupils to talk about what they have found out and comment accurately on why things happen. Teachers have good subject knowledge reflected in the quality of their questions, which is a particular strength. For example through very astute questioning, the teacher enabled pupils in Year 6 to develop a deeper understanding of conductors and insulators and give informed reasons when considering why two bulbs glowed less brightly than one in a series circuit. Rather than saying immediately whether pupils were right, further questioning deepened pupils' understanding of how electricity works. Work is carefully marked and challenges pupils' thinking further. Pupils are strongly encouraged to give reasons for their conclusions when interpreting their results after carrying out an investigation. Pupils with special educational needs and with English as an additional language are well supported and make satisfactory progress.
112. The management of science is satisfactory. The co-ordinator is new to the post and is keen to bring about necessary improvements. She has a very clear idea of what needs to be done but her action plan is not yet detailed enough to bring about long-term developments for the subject. A suitable scheme of work has been developed and this is used to inform teachers' lesson planning. While the school development plan has identified relevant priorities, the monitoring of teaching and learning has yet to take place so there has been a delay in the necessary improvements to the Key Stage 1 science curriculum, assessments and teaching plans. There is no skill development sheet to inform teachers of the skills, which need to be developed in lessons, and to inform more, focused learning objectives. While there are some links identified for the use of information and communications technology, this aspect of the subject requires further development.

ART and DESIGN

113. Only one lesson was observed as this subject was not on the timetable for most classes during the inspection. However, scrutiny of the work on the walls, discussion with pupils and staff, and perusal of the scrappy documents show that pupils' standards of attainment in art and design are below expectations and that unsatisfactory progress has been made to improvements in the subject since 1997, when progress in learning was unsatisfactory.

114. There is no up-to-date policy for art and design, no agreed schemes of work and no subject manager at present. The work given to pupils has not been of a standard to allow them to make the progress in learning that is needed for them to attain at anything like satisfactory levels. This is most unsatisfactory but the school is aware of the situation. There have been a few improvements to the curriculum, in that sketch-books have been recently introduced and that a government approved scheme of work has been considered for modification. But as most teachers do not have the skills and expertise to make appropriate judgements about how to do this, this is not a sensible approach to improving the subject. Staff have insufficient knowledge and understanding of how to teach the subject, although there are some that are keen on art. Teaching is, therefore, unsatisfactory.
115. There is a range of work on walls to show pupils' achievements, but this is mostly unchallenging work, based on the paintings of famous artists such as Kandinsky and Klee. There is little to show that pupils themselves can be creative. There are few artistic creations around that would stimulate pupils and displays of work in other subjects sometimes lack imagination. Very little work based on non-Western art is in evidence. Opportunities are missed to use the subject to promote pupils' cultural development. Insufficient examples of pupils' work are displayed in classrooms and that that is on show is often not well presented, although there is some interesting work in Years 4 and 6. Pupils' skills in art and design are unsatisfactory and their knowledge of the subject is sometimes poor.
116. All this is doubly a shame as, during discussion, pupils showed an interest in the subject. They spoke with interest of the work done with the visiting artists last year. Pupils in Year 6 enjoyed the work on Paul Klee but had insufficient artistic vocabulary to describe the symbolism in his work. They half remembered work they had done over their school career, but were confused between art and design, and design and technology. They have insufficient detailed knowledge and understanding of other artists and designers; they could not recall the name of the artist who cut off his own ear, or the features of his work.
117. The school knows that the subject needs shaking up, although little work has yet been done to improve the provision. Teachers do not know what pupils know, understand and can do, as assessment has not been devised. The inspection report of 1997 stated many areas of concern; many of these have still to be addressed. The subject has had too low a profile and the situation needs to be rectified as soon as possible; for this the school will need help from outside agencies.

DESIGN AND TECHNOLOGY

118. There has been very good progress since the 1997 inspection report which judged standards to be average at Key Stage 1 and poor at Key Stage 2. Standards are now average at both key stages and indications are that they will continue to improve as a result of the recent improvement in the quality of teaching and subject leadership.
119. Although much of the teaching seen during the inspection was very good, the quality of teaching overall is satisfactory. Improvements in the quality of teaching are very recent and the teaching and therefore the work produced, prior to this, was not of such a high standard. Therefore learning over time is sound. Recent achievement in the small amount of work completed so far is good and older pupils are pleased to show off their slippers and shoes they have made. These have been finished to a high standards and they are right to be proud of the display of their work in the entrance hall for all visitors to see. They have taken great care to make sure that the finished product matches their design and that the standard is acceptable. Their latest project to make a fairground ride looks to be equally impressive. Equally, younger pupils hold up their puppets for their photograph to be taken and the look of sheer delight on their faces is clear for all to see. They practised their sewing skills carefully before finally learning to join the components,

which made their final puppet. Pupils talk knowledgeably about how things work and successfully use this knowledge in the development of their own models.

120. Recent improvements to the curriculum are partly due to the input of the subject leader. His influence has led to a more systematic development of pupils' individual skills and the design, make and evaluation process. All pupils, including those with special educational needs and who use English as an additional language make at least satisfactory progress. The subject makes a particularly good contribution to the development of pupils' problem solving and evaluation skills. Older pupils know the importance of planning and design and the need to improve the quality of their finished product.

GEOGRAPHY

121. From lessons seen and looking at pupils' work, indications are that standards are average by the age of seven and at eleven. At the end of Key Stage 2, by the age of eleven, pupils show that they are achieving average standards. This is an improvement since the inspection in 1997, which reported that standards were below average. Pupils now make sound gains in their learning in response to the satisfactory teaching. The good teaching seen during the inspection has not yet had an impact on standards, but in relation to the lessons seen, pupils are making good gains in their learning at both key stages.
122. By the age of seven, pupils can talk about the features on 'Katie Morag's Island' and are beginning to sort these into physical and human features with support from the teacher. Some can recall correctly that an 'island is surrounded by water' and that the island would have no motorways 'because it is too small' thus showing a sound understanding of geographical concepts. Pupils are actively encouraged to use correct vocabulary when talking about the island and when they forget the teacher models this for them as a gentle reminder. The use of puppets helps pupils to focus attention on the lesson and they enjoy listening to the adventures of 'Alicina the sheep' as she walks around the island. Pupils' responses are recorded to use as a useful record of their knowledge. The later accessing of the Internet to find out what other schools have learned about the island is an exciting use of computers to support learning.
123. Pupils at Key Stage 2 are beginning to develop their enquiry skills to research geographical knowledge about other countries and settlements around the world. Throughout the key stage they talk about geographical features using correct vocabulary in response to the teachers' constant encouragement. Many are confident to talk about the changes in the weather in terms of climate and the environment. The planning and development of the Millennium Garden contributed well to the pupils' understanding of environmental issues. Although there is a scheme of work in place to support planning, this is not yet fully enabling pupils to develop geographical skills as much of the planning centres on content rather than skills. Where geographical skills are being developed successfully it is because that particular teacher has the necessary expertise and subject knowledge. Pupils are able to recall suitable CD - ROMs to research particular themes and one or two have used the Internet at home to set up a search about the weather. However, although the use of information and communication technology is used sufficiently well by some teachers, its use is not planned for well enough in the scheme of work.
124. The subject manager has a clear overview of the subject and has a reasonable development plan, which outlines the relevant priorities. The monitoring of teaching and learning has not yet taken place and therefore the weakness in the development of skills has not been addressed well enough. There is a sound range of resources to teach the subject.

HISTORY

125. Standards in history are broadly as expected nationally across the school, and pupils make satisfactory progress in learning. This has been maintained since the previous inspections. The main strengths in standards are in pupils' knowledge of the different periods that they study. There are, however, some weaknesses in the development of pupils' enquiry and investigation skills, and these are below average overall.
126. At Key Stage 1 pupils attain average standards as they learn about history through stories from the past. They develop their understanding through a range of appropriate topics and by the time they reach Year 2 have an emerging sense of how the past is represented. For example they learn to order and sequence artefacts and talk about changes over time. Standards are promoted through good story telling. During their study of 'The Great Fire of London' pupils have developed a clear picture of the sequence of events leading up to the fire. They show that they understand how to use a time-line as they plot the events of those times. They show that they can use a time-line to locate events in the past. A few higher attaining pupils in Year 2 are beginning to understand the impact of history on events. For example they show that houses after the fire were built of brick and stone rather than wood.
127. Pupils at Key Stage 2 also attain broadly average standards in history. They study a range of different periods. They know many facts about how the past is represented and how they can learn more about different aspects and historical figures. Pupils in Year 6 show that they have good recall of topics they have studied earlier in their school life. They talk about the things they know of the Egyptians, the Romans and the Tudors. They describe features that are different between the periods and show that they are beginning to understand how history has an impact on life today. They benefit from good historical experiences such as visits to the Roman Baths, the Greek Museum, and a Victorian House. These experiences promote their knowledge and understanding. However there are too few opportunities for pupils to develop historical enquiry or to use first-hand information and real sources, such as local records or information technology to learn about the past. Because of this their enquiry skills do not develop as well as their knowledge of history.
128. Although only one lesson was seen during the inspection there is evidence from records, pupils books and from discussions that teaching in history is satisfactory. Pupils of all abilities, including those using English as an additional language and with special educational needs, make satisfactory progress in learning. Teachers make appropriate use of resources, and have satisfactory knowledge of the subject. They show enthusiasm for history and this has a positive impact on pupils' feelings and own interest. Teaching promotes good learning of facts and appropriate knowledge and understanding of the different periods and this ensures that pupils make sound gains in learning in these areas. However, there are too few planned opportunities for the development of historical enquiry, and this reduces the achievements of the pupils.
129. The subject co-ordinator is relatively new, but has good knowledge and enthusiasm. A good awareness has developed of the major priorities for the subject. Plans are rightly developing to implement monitoring in lessons and to look at the development of key skills. Work sampling undertaken a year ago shows evidence of a dip in performance. This was due to staffing difficulties. The new stability in staffing has resulted in the development of a good portfolio of pupils' work. This is helping teachers to know what improvements they need to make. The teaching of history is enhanced by good displays around the school that create interest from many pupils.

INFORMATION and COMMUNICATIONS TECHNOLOGY

130. Standards in information and communications technology are below the national expectations across the school. This is a similar picture to that of the last inspection in 1997. However there has been improvement in the quality of teaching and in resourcing since that time, and this has

improved the rate at which pupils achieve. Pupils of all abilities now make good progress in lessons and standards are beginning to rise, although they remain below expectations overall.

131. At Key Stages 1 and 2 standards are low due to past lack of access to computers and to the lack of teachers' expertise until recently. Pupils are now beginning to catch up with the standards that pupils elsewhere achieve. They make good gains in knowledge and understanding during their information and communications technology lessons. Pupils in Key Stage 1 are beginning to understand how to give instructions. They learn to use symbols to instruct others to move in different directions. However they do not have sufficient skills to describe the effects that their instructions have, or to make changes and refine their work. Although standards remain below average there is evidence of recent improvement in knowledge and understanding. There are sound examples of pupils' use of information and communications technology in mathematics, especially to present their results and in data handling.
132. Pupils in Key Stage 2 have also missed opportunities to use resources in the past. They have begun to improve their skills since the new computer suite was introduced. This is very recent and has not yet had an impact on standards, but is having a positive impact on achievement in lessons. Pupils are now able to follow a straightforward line of enquiry. Mouse control skills are good, and pupils in Years 4 and 5 demonstrate how they can combine text and graphics to give information. Their keyboard skills are weak. Standards in other forms of information and communication technology are broadly average. Pupils across the school use the digital camera to record their work and experiences. Pupils in Year 6 use the 'Roamer', (a floor robot) to support their mathematical skills. They give instructions so that the Roamer will move and turn appropriately through different angles to draw the required shape.
133. The quality of teaching in information and communications technology has improved recently due to a focus on training, and to the new resources. Teaching is now good, and ensures that pupils make good progress in lessons. This is helping to improve standards. Because teachers plan their lessons well, and give good demonstrations of what they expect, pupils become enthusiastic and work hard. They are keen to improve and develop their skills. They show amazement at some of the outcomes of their experiments with different packages. For example, pupils in Year 5 were able to reproduce Islamic patterns using a paint package; these methods of learning ensure that pupils become aware of the diverse cultural traditions of this country. Pupils copied the teacher's techniques and were very pleased with their achievements. Disappointment set in however, when they realised that they could not save their work, as this facility has not yet been set up.
134. The subject is now well led, and priorities for development are good. The co-ordinator is aware of the weaknesses in the subject. He knows the curriculum is narrow. There are too few opportunities for pupils to learn about control and monitoring. Not enough use is made of the new resources and the new computer suite too often remains empty. This is unsatisfactory and inefficient. Information and communications technology is not used well enough in other subjects. Resources are now appropriate, but need to be reliable so that pupils can be sure that they will work.

MUSIC

135. The 1997 inspection reported that progress was satisfactory at Key Stage 1 but unsatisfactory at Key Stage 2. There has been satisfactory improvement in music since then and standards are now as expected at both key stages, and progress in learning at Key Stage 2 is better.
136. Pupils at both key stages sing with real feeling in assembly and at other times when they are taught songs, which interest them. They sing in tune with good articulation so that the listener can hear all the words clearly. Assemblies also provide good opportunities for pupils to learn about

famous composers through listening to specially chosen music and hearing about a 'composer of the week'. During the inspection this was Mozart and pupils recognised the work.

137. No music lessons were seen at Key Stage 1 but pupils' performance during assemblies and scrutiny of work shows standards to be average. Pupils report that they regularly take part in musical activities. They say that one week half of the class play instruments while the other half sing, swapping over the following week. Photographs show that pupils have good opportunities to take part in musical performances twice a year and their lively faces show their immense pleasure in being able to do this. A structured scheme of work shows that musical elements and skills are developed systematically.
138. Lesson observations and discussions with pupils reveal that pupils enjoy music tremendously at Key Stage 2, and pupils make satisfactory progress in learning. This is due to the satisfactory teaching. Teachers' enthusiasm immediately sparks pupils' interest and they are motivated to do well. At the beginning of one lesson, pupils in Year 4 read simple notation to clap a four beat rhythmic phrase accurately. The teacher developed this effectively so that three groups performed a contrasting rhythmic dialogue with real talent and thought to the quality of their performance. Pupils enjoyed the activity immensely and afterwards one pupil summed it up by saying 'Doesn't that sound good'. It did. By Year 6 pupils are confident enough to talk about the structure of melodies and enjoy the practical games which they take part in sensibly. The Christmas performances provide very good opportunities for higher attaining pupils to practise their skills. During last year's concert pupils who receive peripatetic music lessons were able to show off their talents by performing musical interludes between scenes and adding crisp accompaniments to songs.
139. Visiting specialists are a strong feature of the curriculum and add enrichment to the quality of pupils' musical experience. One such visit enabled pupils to explore the sounds produced by a range of instruments, which they would not normally have in school and the intensity with which they listen and wonder at the sounds produced is evident, by the expressions on their faces. Pupils remember fondly their work with the English Chamber Orchestra and their involvement in musical workshops. This aspect of music makes a significant contribution to pupils' spiritual, moral, social and cultural development. The quality of additional instrumental lessons is good. The school needs to monitor more closely the pupils' withdrawal from lessons so that they receive the same curriculum entitlement to their peers.
140. Management of the subject is sound. The co-ordinator is part-time and this makes the monitoring of the subject difficult. She has a secure overview of planning and although teachers follow a structured scheme of work, she does not know clearly what is being taught throughout the school as no monitoring of teaching and learning currently takes place. There is a satisfactory range of instruments to support the teaching of music throughout the school. Pupils use computers to compose and record music but as yet there are insufficient resources to include, fully, information and communications technology to support the subject. Suitable assessments are carried out formally at the end of each unit of work.

PHYSICAL EDUCATION

141. As a result of the school's timetable arrangements during the inspection, lessons were only seen in gymnastics and dance. However, evidence was also gained from school planning and recording documents and discussion with staff and pupils. Overall standards are as expected with progress being somewhat better in dance, games and swimming than in gymnastics. Too little evidence about athletics was gained to be able to judge this aspect with any reliability.
142. The 1997 inspection reported that pupils' standards of attainment were about those expected, but that few lessons were observed. Pupils' progress through the school was said to be

unsatisfactory, and their attitudes to the subject were inconsistent due to unsatisfactory behaviour. On the evidence available at this inspection, pupils' progress has improved, and their attitudes, certainly, are better.

143. In work seen during the inspection, standards were average in gymnastics and dance. The higher attainers produce skilful sequences in dance as a result of good teaching by teachers and specialists in dance engaged by the school. Pupils enjoy tap dancing, for example, and standards are good. By the end of Key Stage 2, pupils make satisfactory progress in learning and standards in games are at the national expectation. Contributory factors are good links with the community and coaching by parents and staff. As a result, there are good opportunities for pupils to sharpen their skills in football, netball and cricket. Pupils reach satisfactory standards in competitive sport: the local football team, for example, achieved recent success in the local league. All pupils in Years 5 and 6 enjoy residential stays which develop skills in orienteering and adventurous pursuits. There are opportunities for swimmers to compete in galas and the school uses its house system to give pupils a wide range of opportunities to compete in team games. The satisfactory gains in learning are also helped by pupils' positive attitudes: they listen carefully to instructions and try their best. For example, a Year 6 class produced a good sequence of movements in the gym as a result of paying careful attention to what was required. Pupils of all abilities make satisfactory progress.
144. The quality of teaching is satisfactory overall, but at both key stages curricular and timetabling arrangements have constrained effectiveness. For example, some classes have spent more time on gymnastics than others and there is no scheme of work to guide teachers, particularly those who lack confidence. The teaching of dance is often good; learning objectives are clear, expectations of work and behaviour are usually high and teachers present interesting tasks which enable pupils to plan, perform and evaluate their work. There is good provision for swimming and pupils confirm that they are motivated by the teaching at the local pool. As a result, the majority of 11-year-olds can swim at least 25 metres. The teaching of gymnastics is less effective as a result of an overall lack of expertise and variable amounts of teaching in the past. Parents expressed some concern about the planning for physical education, and inspectors feel that they are correct.
145. The current management of the subject is satisfactory overall, with some good features. The subject co-ordinator has a clear rationale for the subject and is planning to complete the scheme of work. Provision for pupils' moral and social development is good, with plenty of opportunities to develop camaraderie and team spirit. During lessons and after school the accommodation is used well to support a range of activities. However, assessment procedures are unsatisfactory and, as a result, teachers are unable to plan effectively for a wide range of activities and abilities. Staff do not know the skills of the pupils well enough. Provided that an effective scheme of work is developed and training for staff is implemented, the school has a sound capacity for improvement.

RELIGIOUS EDUCATION

146. Standards in religious education are in line with those expected in the locally Agreed Syllabus. This is similar to standards in the 1997 inspection. In 1998 there was an improvement in spirituality within the subject and this has been maintained. There is now evidence that standards are rising as pupils move through the school, although overall they remain at expected levels.
147. At Key Stage 1 pupils attain broadly average standards in lessons as they learn about new beginnings. They develop their own ideas about the creation and understand the similarities between the Christian and Jewish interpretations of the story. Effective understanding develops in relation to other faiths and cultures as pupils learn about religious symbols. For example they

know the importance of the cross and the Bible in Christianity. They have learned about special books in other religions. They know that the River Ganges is special to the Hindu people, and they are developing an appropriate understanding of world religions.

148. At Key Stage 2 standards are also average overall, but as pupils move throughout the school they make good progress in learning and standards begin to rise; many pupils in Year 6 attain above average standards. Pupils in Year 3 study the Islamic creation story. They develop their understanding of different religions through questioning and discussion. For example they ask sensitive questions about the nature of God or Allah within the Christian and Islamic faiths. They show how they have remembered earlier work when a Muslim visitor talked about her religion. They know many facts and indicate their knowledge of symbols through their answers. In Year 4 pupils learn about the Hindu religion. They know many important facts and show understanding of different stories, such as the story of Ganesh. They develop increasing understanding of spiritual and cultural influences through their studies, and they appreciate that different people have different beliefs. As they move towards the end of Key Stage 2 in Years 5 and 6 pupils increase their knowledge and understanding of world religions. They begin to develop their own beliefs, values and attitudes. They show empathy towards the views of others. They learn about the meaning of life through a study of 'Life's Journey' focusing on the Christian and Buddhist religions. They show respect for the lifestyles of others. The subject does much to develop pupils' understanding of the issues of racial intolerance.
149. The quality of teaching in religious education is satisfactory overall, and is good towards the end of Key Stage 2. In the best lessons teachers handle sensitive issues very well, enabling clear understanding to develop. For example in one lesson the difficult subject of death was handled very well. It was linked to the journey of a leaf that develops from a bud, through to when it falls from the tree in the autumn. Close links were made with other religions and other beliefs. Pupils were also given opportunities to share their own thoughts and to extend their spiritual capacity. Because teachers value pupils' opinions, appropriate progress is made across the school. Pupils show interest in the subject and consequently behave well. Achievement improves where teachers have good understanding of the subject and where they build successfully on what pupils already know. For example, in one lesson the teacher used the previous assembly to extend pupils' knowledge of how new life is taught in different religions. Because they had already learned some new facts, pupils were able to increase their knowledge and develop greater understanding.
150. The subject is well led, and this has a major impact on the rising standards. For example, the co-ordinator has a very clear picture of the responsibilities of the role and the priorities for development. Plans are rightly in place to develop clearer assessment opportunities, and to develop an increased range of visits to places of religious interest, as well as to involve more visitors to the school from different religious faiths.