

INSPECTION REPORT

ST MARY'S RC PRIMARY SCHOOL

Bradley Stoke

LEA area: South Gloucestershire

Unique reference number: 131410

Headteacher: Mrs Colleen Collett

Reporting inspector: Mr Peter Mathias
21945

Dates of inspection: 12 - 14 February 2001

Inspection number: 230342

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Webbswood Road
Bradley Stoke
Bristol
South Gloucestershire
Postcode: BS32 8EJ

Telephone number: 01454 866390

Fax number: 01454 866391

Appropriate authority: Governing body

Name of chair of governors: Mr Richard Flisher

Date of previous inspection: N/A

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
Mr Peter Mathias	21945	Registered inspector	English Geography History Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Mr Anthony G Comer	9880	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with pupils?
Mr John W Griffiths	20097	Team inspector	Science Information and communication technology Design and technology Physical education	How good are the curriculum and other opportunities?
Miss Susan Barton	24760	Team inspector	Foundation Stage Special educational needs Mathematics Art and Design Music	How well does the school care for its pupils?

The inspection contractor was:

Full Circle
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

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The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than most primary schools (105 pupils compared with the average nationally of 220). It is planned that the school, which was opened in September 1999, will be about average size when enrolment is complete.

Children's attainment on entry to the reception class is above average for schools nationally. Older pupils who have entered the school from other schools recently have a wide range of abilities. Overall the percentage of pupils identified as having some degree of special educational needs is low. There are 12 pupils on the special educational needs register of which three are between Stages 3 and 5 of the Code of Practice. These have specific learning or emotional and behavioural difficulties. No pupil has a Statement of Special Educational Need.

Pupils come from a wide area with a range of social and economic backgrounds. About eight per cent of pupils are considered to be eligible for free school meals against the national average of 23.2 per cent. There are five pupils who have English as an additional language.

HOW GOOD THE SCHOOL IS

The school has made an impressive start and is very effective. It is well placed to improve further. There is a very positive attitude amongst staff and the school is very well led. Teaching is very good and is already having a very positive impact on establishing and maintaining high standards across the school. The results of the Key Stage 1 assessments in the year 2000 assessments are very high when compared to schools nationally and to schools which are considered broadly similar. Only a small number of pupils took these tests and no pupils were eligible to sit the tests for 11 year olds. Because of this and because the school is new, there is no information about the trend of improvement or the relative performance of different groups of children. Generally children enter the school at the Foundation Stage with above average levels of basic skills and by the end of this stage are ready to begin the National Curriculum. Because of the way in which the school is growing some other pupils also join the school at different times. They have generally average levels of attainment although a small number are well above average.

Standards in classes at the end of Key Stage 2 are well above average in English and above average in mathematics and science. In information and communication technology, art, design and technology and physical education standards are above those expected. In geography and history standards at the end of Key Stage 2 are well above those expected. In music standards are at expected levels.

What the school does well

- The quality of teaching is very good within the Foundation Stage and across the rest of the school.
- Standards in English, mathematics, science, art, design and technology, geography and history are high.
- Pupils who have come from other schools are making good progress.
- There are very positive attitudes and a strong sense of purpose amongst all staff and pupils.
- The curriculum for children in the Foundation Stage is very good. In Key Stage 1 and Key Stage 2 the curriculum is wide and interesting and carefully planned so that no subject is neglected.
- The provision for spiritual, moral, social and cultural development is good and particular strengths are in spiritual and moral development.

- Procedures for child protection and ensuring pupils' welfare are very good.
- Parents have very positive views of the school, are fully involved and contribute well to its success.
- All staff are very well supported and provide effective help for each other.
- The quality of leadership and management is very good overall. The governors have a very good understanding of the strengths and needs of the school and are very much involved in planning and overseeing its future growth.
- The quality of leadership and management of the headteacher in ensuring that the school has a clear educational direction is excellent.
- The school is very well built and has very good accommodation.

What could be improved

- Standards in information and communication technology are not as high as they could be because plans to teach the skills of communication technology have not, as yet, been fully implemented. There are no sensors to measure and monitor changes in external events.
- The very small number of exceptionally able pupils could be challenged further more regularly in English, mathematics and science in order to reach the very high standards of which they are capable.
- Standards in music are not as high as in other subjects, some teachers lack confidence and expertise in music.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

St Mary's is a new school and has not been inspected previously.

STANDARDS

No information about the standards achieved by 11 year olds is available because in the year 2000 no pupils were eligible for these National Curriculum tests.

In the national assessment results for seven year olds in 2000 standards were well above average in reading and very high in writing and mathematics when compared to schools nationally. When compared to schools considered broadly similar, results in reading were above average for similar schools. In writing they were very high and in mathematics they were well above average. These statistics are based on a small number of pupils who took the tests. Not enough information is available to comment on trends of improvement and the relative performance of difference groups of pupils.

Children enter the reception class with above average levels of basic skills. Standards at the end of Key Stage 2 are well above average in English and above average in mathematics and science. Standards are above average in nearly all other subjects, except in music, where standards are at expected levels and in information and communication technology where standards in control technology are below expected levels because these have as yet not been taught. Standards in literacy and numeracy reflect the same pattern as in English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good - pupils are enthusiastic and enjoy coming to school.
Behaviour, in and out of classrooms	Very good - all pupils understand very well what is expected of them, respect each other and try hard.
Personal development and relationships	Very good - relationships between pupils and their teachers are very secure, based on mutual trust. There is a very strong atmosphere of care and concern.
Attendance	Very good.

TEACHING AND LEARNING

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

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

This represents a major strength of the school. The quality of teaching is very good and sometimes excellent. The quality of teaching in English and mathematics is very good in both key stages and pupils achieve well as a result. There is no unsatisfactory teaching.

Teaching and support for pupils with special educational needs are very good. Staff know their pupils well and very good systems are in place to identify pupils with special educational needs. The quality of teaching in the Foundation Stage is very good and carefully planned to meet the goals for learning for these children well. The teaching of literacy is very good and sometimes excellent. The teaching of numeracy is very good.

Particular strengths of the teaching are very good subject knowledge, very high expectations of what should be achieved in the time, a prompt start and purposeful pace to teaching, very clear questioning which enables pupils to think things out for themselves and warm recognition of effort and success.

Areas for improvement: while there are no major shortcomings in the teaching observed, teachers do not plan sufficiently all the time to extend the very small number of exceptionally able pupils to reach very high standards consistently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good at the Foundation Stage and good at both Key Stage 1 and Key Stage 2. Planning for literacy and numeracy is good. There are however insufficient opportunities for pupils to use information and communication technology. There are only a few after school clubs.

Provision for pupils with special educational needs	Very good, all pupils are fully included in every aspect of school life and have very well assembled individual educational plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, there is very good provision for pupils' spiritual and moral development. Provision for social and cultural development is good.
How well the school cares for its pupils	Procedures for ensuring pupils' welfare are very good. Procedures for providing educational support and guidance are very good as are procedures for using information about what pupils achieve to guide the planning of future work. Procedures for monitoring and improving attendance are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives an excellent sense of direction to the school and together with the deputy headteacher, manages the school very well. Arrangements for the monitoring and evaluation and development of all staff are very good. There is a very strong spirit of co-operation amongst all staff who all show a strong commitment to their pupils. The roles of the co-ordinators are well defined and they work hard.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very well and all governors are heavily committed to building a very successful school. They are well informed about its strengths and its needs. There are very thorough and effective ways of involving governors in the life of the school.
The school's evaluation of its performance	There are thorough procedures in place to gather information on pupils' achievements in national tests and other initiatives. This information is well used to set targets and to judge the success of them. However, the school should consider using information and communication technology systems to complete these tasks quickly and efficiently.
The strategic use of resources	Spending on resources is very closely linked to the school's budget. There are robust procedures to judge their success. The school uses grants and additional funding very well to ensure that there are appropriate resources available as the school increases in size.

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. • Children make sound progress at school. • Behaviour in the school is good. • Children get the right amount of homework. • The teaching is effective. • They feel well informed about how their children are getting on. • The school works closely with parents, they are comfortable about approaching the school. • The school generally sets high expectations of pupils. The school is well led and managed. • The school helps children to become mature. 	<ul style="list-style-type: none"> • The school does not provide an interesting range of after school activities.

In response to the 106 questionnaires sent out 91 were returned. This is a very high figure. The evidence of the inspection confirms the parents' overall very positive views of the school. They rightly feel that the school is well led and managed and has very high expectations of their children. Some parents felt that the school currently did not provide enough interesting activities out of school. This is true. However, the school has plans to increase these opportunities as the number and interests of staff increases. Teachers have worked very hard to make sure that the quality of teaching and learning in the school is very high.

A meeting was held between the registered inspector and parents, 24 parents were present. They expressed very positive views of the school and were pleased at the way this new school was developing.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards within the school are high. Standards are generally above average in English, mathematics and science at the end of Key Stage 1 and well above average in English at the end of Key Stage 2. In mathematics and science standards at the end of Key Stage 2 are above average. In the other subjects standards are above those expected at the end of Key Stage 1 and Key Stage 2 in art, design and technology and physical education. In geography and history standards are above expected levels at the end of Key Stage 1 and well above at the end of Key Stage 2. In music, standards are at expected levels at both key stages. In information and communication technology while standards are generally high the school has not yet taught the elements of control technology and communication technology within Key Stage 2. In these areas standards are below expected levels. Standards are high because of the consistently very good teaching across the school and the high expectations which all teachers set and help their pupils to achieve. An exception to this is the occasional lack of additional challenge for a very small number of exceptional pupils who do not always reach the very high standards of which they are capable. There are no significant variations between the performance of boys and girls in the lessons observed although the school is very mindful of the preponderance of boys against girls in some classes.
2. In the latest assessments only a small number of pupils were eligible to be tested at the end of Key Stage 1 and none at the end of Key Stage 2. These pupils achieved very well in comparison to schools nationally and to similar schools. However, because of the short history of the school and the size of the groups tested it is not possible to comment on long-term trends or to draw conclusions about patterns of attainment of different groups of pupils.
3. Nearly all pupils enter the reception class with levels of basic skills which are above average for children of their age. By the end of the Foundation Stage they make good progress which is linked to very good teaching and many reach and exceed the Early Learning Goals in all areas of their learning. As this is a new school many older pupils have attended different schools previously. These come with a wide range of abilities and levels of achievement. Many of these pupils have made good progress and have benefited well from the high expectations the school is setting for them and the positive and supportive way they are taught.
4. Standards in English are above average at the end of Key Stage 1 in speaking and listening and reading and well above in writing. At the end of Key Stage 2 standards in speaking and listening, reading and writing are well above average. In speaking and listening within Key Stage 1 pupils talk and listen confidently. They choose their words carefully. Within Key Stage 2 pupils discuss what they have learnt enthusiastically. They ask questions of each other and of their teachers appropriately. They listen attentively and respond well in their lessons. Pupils read purposefully at both key stages and standards are above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. They build well on the very good skills established in the Foundation Stage. This is because teachers have a good understanding of how to teach reading and the emphasis they give to teaching the sounds letters make. Nearly all pupils in Year 6 for example, read aloud expressively and fluently. Pupils have well developed skills in finding out information from books and from CD-ROMs although they have limited opportunities to use the Internet in this.

5. In writing, standards are well above average at the end of both key stages. This reflects the effective way the school has set its expectations of pupils in this aspect early and has taken prompt, effective action to improve areas such as neatness. Within Key Stage 1 and Key Stage 2 pupils understand the importance of writing accurately and have a good understanding of basic grammar. Older pupils are able to write confidently in different styles and for different purposes. They have very well developed skills in punctuation and are able to use their knowledge of words to improve a piece of writing so that it is straightforward and easily understood. The skills of handwriting are taught early and systematically so that from the Foundation Stage all learn to use neat, joined handwriting. Many older pupils are able to write fluently and take a noticeable pride in presenting their work well. Opportunities for pupils to use their skills in other subjects such as in geography and history are very well taken.
6. In mathematics at the end of both key stages standards are above those expected for their ages in numeracy and in all areas of mathematics. By the age of seven pupils are increasingly confident and competent in their understanding of adding and subtracting small numbers. They know their tables accurately and use mathematical language carefully. They can draw and interpret simple graphs and recognise the names and properties of three-dimensional shapes. Within Key Stage 2 pupils have quick recall of their tables. They can calculate accurately both mentally and on paper and understand how the number system works. They can estimate accurately, for example, in measuring and in problem solving.
7. In science standards are above average at the end of both key stages. Pupils are able to explain what they are doing confidently. They record their investigations neatly and systematically. They observe carefully and have a good understanding of how to establish a fair test, they know how to investigate scientifically. They are able to interpret data to reach conclusions but have limited opportunities to use information and communication technology to help them do this or to sense physical changes, for example, in temperature or heart rate. Within Key Stage 1 pupils are able to sort food into healthy and unhealthy groups. They are able to name the main parts of the human body and of plant. Within Key Stage 2 pupils are able to make electrical circuits and can predict accurately the effects of proposed changes to them. Older pupils know that both gravity and friction are forces. They can measure them accurately and record their findings carefully.
8. Generally standards in information and communication technology are above those expected nationally although the full range of the information and communication technology curriculum has only recently been introduced. In some areas, for example in Key Stage 2 in control technology and in the use of sensors, little progress has been made in implementing the planned curriculum because of the pressures of time. Within Key Stage 1 pupils are confident in using a mouse to control a cursor on the screen. They are learning how to control a programmable device. Within Key Stage 2 they use the computer confidently when writing and improving text. They are able to use a spell checker and construct and use a database. Within Key Stage 2 pupils have limited opportunities to develop their skills in electronic communication and in using sensors to monitor and measure physical changes.
9. Standards in geography and history are above the expected levels at Key Stage 1 and well above at the end of Key Stage 2. This reflects the wide and interesting curriculum and the well-planned opportunities to teach these subjects. Teachers have high expectations which are made known to their pupils. The impact of the co-ordinators in these subjects also reflects a very good subject knowledge and ability to emphasise the importance of teaching both skills and knowledge. Standards in art, design technology and physical education are above those expected and generally

found. In music standards are at expected levels. In music teachers have tried hard to establish a wide curriculum but currently the teaching lacks sufficient expertise and organisation to enable pupils to reach higher standards.

10. Pupil with special educational needs are well supported and they make good progress throughout the school. Pupils who have English as an additional language are well integrated into the school. They take a full and active part and make good progress.

Pupils' attitudes, values and personal development

11. The pupils' attitudes to school are very good. They enjoy coming to school and the interest they show in lessons is also very good. Parents agree that their children like coming to school and believe that they make good progress. They also believe that the teaching is good and that the children are encouraged to work hard and do their best.
12. Behaviour is also very good. There have been no exclusions during the last school year and there is no evidence of oppressive behaviour. Pupils respect each other's feelings and play happily together in the playground. The efforts that the school has made to ensure boys and girls play well together have been effective. Relationships between pupils, and between pupils and adults, are very good throughout the school.
13. Whilst there is no formal personal, social and health education policy, the school does provide satisfactory opportunities in this area within the curriculum, particularly in religious education and circle time. Pupils do take responsibility for developing personal targets and demonstrate initiative and responsibility in the classroom and in their general conduct around the school. Parents believe that the school helps their children to become mature and responsible.
14. Overall, the attitudes, behaviour and personal development of pupils make a significant contribution to their learning.
15. Pupils' attendance is very good. There is no unauthorised absence and there have been no exclusions during the past year.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is very good overall. In the school all teaching is at least satisfactory or better and in nearly 50 per cent of lessons it is very good. In five per cent of lessons teaching is excellent. These are very impressive results and form a major strength of the school. The impact of this very good teaching is being reflected in the very high results achieved in the national assessments at Key Stage 1 and in the very good progress made by all pupils.
17. The teaching of literacy is often very good and sometimes excellent. Teachers have a very good understanding of how to teach reading and the strategies used are consistently taught across the school. Teachers place heavy emphasis on the systematic development of the skills of reading and writing from an early age. Parents are fully involved in this process through a well thought out and effective homework link. The National Numeracy Strategy has been successfully introduced and all pupils, including those with special educational needs, are well supported. Teaching assistants are effectively deployed and give well targeted help. All pupils are carefully included in all aspects of the lessons. Staff are very aware of the potential underachievement of boys compared to girls and the possible impact in some classes of a significant majority of one gender over the other.

18. Teachers take particular care to analyse results and to look at the behaviour and the attitudes of pupils with these factors in mind. The quality of teaching in the Foundation Stage is very good and sometimes excellent. It is carefully planned to meet the needs of these children.
19. Across the school, where teaching was very good or excellent, teachers showed very good subject knowledge and very high expectations of what could be achieved. They gave pupils confidence to do their best by reassuring them that although the task was difficult they were capable of achieving it, for example, "Gosh can we do this? Yes! I know we can". Lessons start purposefully and a good pace of learning is maintained throughout because the lesson is very well planned and pupils are regularly reminded of what is expected of them in the time available. As a result, pupils work hard to please their teachers, speaking confidently and maintaining their concentration very well. Often pupils hold mature conversations with their teachers and respond very positively to the friendly and helpful way teachers behave to them, for example, when politely improving on the teacher's own 'improvements'. Pupils make very good progress during lessons and many complete an impressive amount showing pride and care in their achievements. They respond willingly to their teachers, for example, when studying what life was like during World War II. Teachers question clearly to encourage pupils to think things out for themselves, for example, when discussing an Indian myth and the teacher makes the story come to life by a very dramatic and lively way in which the story is told. Teachers plan together well and share their particular strong points and expertise willingly so that all teach in similar and very effective ways. While these plans are generally well suited to the various abilities and ages within classes, they do not provide sufficient challenge for a very small number of exceptional pupils to reach very high standards consistently.
20. The quality of marking is generally very good and in nearly all cases gives pupils clear ideas of what they have done well and what they need to do to improve. All staff assess pupils' work carefully. These assessments have direct bearing on the individuals targets which are set for pupils to achieve. Links with parents are strong and these are well used to ensure that homework, which is regularly set, is completed.

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

21. The curriculum provided by the school for children under five in the Foundation Stage is very good. These children are provided with a wide and interesting range of experiences within these areas of learning before they commence National Curriculum work at the age of five.
22. The curriculum for pupils between the ages of five and 11 years is good. There is a full range of subjects, which have appropriate breadth and balance. The curriculum meets statutory requirements in all subjects.
23. Provision for pupils with special educational needs is very good. The ethos of the school community ensures that all pupils are included in all aspects of school life. All pupils have equal access to the full curriculum. The school has developed a very good strategy for teaching the skills of literacy during the designated literacy hour. In addition the development of literacy skills are carefully included in the teaching of other subjects, for example, in a science lesson with Year 4 pupils planning an investigation to see what happens when more bulbs are added to an electric circuit, they explore different ways of writing and communicating. Pupils in Years 5 and 6 pupils develop the use of correct terminology when looking at the different types of plants growing around the school. The school has a good strategy for teaching the

skills of numeracy, and all pupils have the required daily amount of time of one hour. The provision for personal, social and health education throughout the school is satisfactory. This area of the curriculum is developed through science, religious education and 'circle time'. Pupils discuss a wide variety of topics to help them develop awareness of themselves and others. In a good lesson, pupils in Years 2 and 3 discussed a theme of friendship when exploring the idea and mood of peace after listening to a piece of harp music.

24. The curriculum provided by the school is good and based on nationally produced guidelines. A framework is being trialled and evaluated by staff and co-ordinators. The school has plans that later this year it will be reviewed to ensure the curriculum links sufficiently with the mission statement, ethos of the school and meets National Curriculum requirements. All teachers analyse pupils' work carefully to identify any omissions in the curriculum as well as to identify any weaknesses. A good example of this is the recent emphasis and improvement in writing skills arising from a review of pupils' work throughout the school. Generally, curriculum planning is well designed to ensure that pupils make good progress. However, in some of the lessons observed during the inspection, although appropriate tasks were provided for all ability ranges including the higher attaining pupils, the exceptional pupils were not being offered sufficiently challenging work within the task. All other pupils, including those with special educational needs, are provided with work of appropriate difficulty.
25. The school provides a satisfactory range of extra-curricular activities within the constraints of its current size and the extra demands made upon staff in establishing a new school. Pupils benefit from rugby and football coaching and a netball team plays matches against neighbouring schools. There is some music tuition that includes recorders and the guitar. Younger pupils make visits to the local park, as well as the zoo. Older pupils visit the docks and other places of interest. A residential visit is planned for Years 5 and 6.
26. The local community makes a very good contribution to learning. The school has a close link with the church and many parishioners come into the school to help. They help to run fetes and the pupils raise money for the charity Cafod. Members of the police visit the school to talk to pupils. Member of the local Rotary Club visit the school in connection with a book project. Year 5 pupils take part in an engineering project sponsored by Rolls Royce and last year they won the regional area competition.
27. The school has good and constructive relationships with partner institutions. These include other local primary schools in a cluster group arrangement. These good links share expertise and initiatives. There are good links with the Roman Catholic secondary school to which most pupils transfer. Initial teacher training students from Bath are well supported by the school. The school gives good support to nearby institutions that send trainee learning support assistants to the school.
28. Overall the provision for pupils' spiritual, moral, social and cultural development is good. There is a deep commitment to spirituality. This ethos embodied in the school's mission statement underpins all the work in school.
29. The school's spiritual provision is very good. There are good opportunities for reflective thought in both class and school assemblies. The relationship between the school and the church is close with joint activities taking place at significant times in the religious calendar. For all pupils and particularly in the classes of the eldest pupils, the discussion of feelings is strongly addressed at appropriate times, particularly in the personal, social and health education programme.

30. Provision for moral development is very good. Pupils are provided with a strong moral code so that young children quickly learn appropriate behaviour; right and wrong are clearly established. This code and the procedures, coupled with the very good caring ethos generated throughout the school, are well developed.
31. The school provides good opportunities to develop pupils' social skills and attitudes. This is evident in the very good behaviour in classes as well as in and around the school. Pupils relate to one another amicably both at work and play. They co-operate well when working in groups and they willingly help one another. They are always polite and willing to help and readily help others who are experiencing difficulty. They generally tidy up at the ends of lessons and in some classes this happens without prompting. They listen to each other as well as to the teacher in classes. Pupils are given satisfactory opportunities within the curriculum and through extra-curricular activities to appreciate cultural traditions and awareness of a national identity. Because the school has few pupils from different ethnic backgrounds, opportunities to develop their awareness of the ethnic and cultural diversity of British society do not occur naturally. However, the curriculum does provide opportunities to celebrate this.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The support and guidance which pupils receive, both formal and informal, are very good. The teaching and non-teaching staff know the children and their families well and respond to their needs. Parents feel very comfortable about approaching the school with questions or problems.
33. The school policies and procedures successfully promote discipline, good behaviour and health and safety. The system of awards for good behaviour and work is well understood and much appreciated by pupils and parents. Provision for pupils with special educational needs and for those for whom English is a second language is very good. Procedures for child protection and for ensuring pupils' welfare are also very good. Procedures for recording and monitoring attendance are good.
34. There is a new assessment policy which has been discussed and agreed by the staff, but not as yet agreed by the governing body. New systems are beginning to be put in place effectively and assessment issues are discussed regularly within the staff meeting programme.
35. On entry into the Foundation Stage children are assessed as to their personal development using the local authority scheme. Parents are fully involved in this initial process. The ability of the children is recognised very quickly and their learning is matched at an appropriate level against the Early Learning Goals. All records maintained are both detailed and regularly updated.
36. Pupils are assessed appropriately using the standardised tests at the end of both key stages and the school has adopted the optional tests for the other year groups in Key Stage 2 alongside additional published tests throughout the school. The results are analysed and used effectively to identify weaknesses in mathematics and literacy. New systems have very recently been introduced to enable tracking of the progression made by individual pupils over time. This has been successfully implemented and is beginning to be used in monitoring and planning. Its benefits will be recognised as the pupils move through the school. Very good and effective strategies have been established to identify and support those pupils who have special educational needs, which has a positive impact on the attainment and learning of these pupils. Assessment is identified as integral to the learning process and incorporated into lessons through teacher questioning and observation of both

personal and academic development. All year groups are assessed on the work covered each half term.

37. All staff have been involved in a review of work in English and a portfolio of samples collected and national levels agreed. This good practice is in the process of being extended to all subject areas. Class teachers maintain their own record systems effectively, however consistent manageable and useful records for all subjects are not as yet in place. Individual targets are identified and agreed with the pupils and parents, which generally challenge pupils in their learning and aids their good progress. They are reviewed in consultation with parents and pupils. Opportunities are provided for the older pupils to mark their own work, on occasions and see for themselves their achievements. Examples of marking which follow the newly agreed policy show how well it is used to improve pupils' learning. Detailed individual education plans are completed in line with requirements for pupils with special educational needs and English as an additional language, which support personal development and learning and which have full parental and pupil involvement. They are reviewed regularly and the information gained is used to address individual needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Overall, the effectiveness of the school's partnership with parents is very good. Of the 90 per cent of parents who responded to the pre-inspection questionnaire, the vast majority are happy with what the school provides and achieves and express positive views of the school. The concerns, expressed by some parents, about the range of activities outside lessons are to some extent supported by the evidence. However, the school is aware of the current small number of opportunities. There are plans to rectify this as the school grows and additional resources for staff become available.
39. There is very good communication between the school and parents, with information provided through regular newsletters, parents' meetings and annual reports. Parents know that they can discuss issues informally with staff and appreciate the openness of the school. The annual pupil reports give parents a clear indication of what pupils know, understand and can do and meet all requirements. The pupils target sheets that are developed with both teachers and parents, and which form part of the discussion at parents' evenings, are a very effective means of tracking progress.
40. The school makes significant efforts to encourage parents to participate in the life of the school and the impact that parents have on the work of the school, and their contribution to children's learning, are both good. The headteacher and parents agree that the home-school agreement, which also involves commitment from pupils, has had a positive influence on the partnership between parents, pupils and the school. The newly created Parent Teacher and Friends Association is a developing group that raises significant funds that already enhance facilities and resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The quality of leadership and management is very good. The headteacher, staff and governors have made a very considerable success of establishing a new school which has started its life very well. Parents rightly feel that the school is very well led. In fact the headteacher has shown excellent foresight and planning to ensure that from day one, the school has functioned very effectively and has very high expectations of all staff and pupils. A particular strength within this is the very successful way a strong sense of shared commitment and teamwork has been established. All members of the teaching and non-teaching staff are encouraged to play a full part in decision making and in living out the school's ideals, which is

'Excellence from all for all'. The newly-appointed deputy headteacher has made a very positive start, working closely and effectively with the headteacher and other staff. Underlying the very good management is a very firm foundation based on careful, long-term strategic planning and the establishment of procedures and practices to promote and maintain high standards of teaching and learning, for example, by putting in place arrangements for the senior management team and all co-ordinators to look critically at teaching and learning in classes on a regular basis and to share their observations in a positive and constructive way. Similarly the school's high expectations of what pupils could achieve was set early. When for example, it was apparent that pupils were not achieving high enough standards in writing, effective strategies were promptly put in place to address this. Now standards are high. Similarly there are very good procedures in place to ensure that both boys and girls achieve equally and that all pupils are included in all aspects of school life and that their cultural traditions are respected.

42. The school has made a thorough approach to using the information which teachers gather about the standards individual pupils reach and in judging whether or not these standards are high enough. Currently these systems are adequate for the relatively small number of pupils who attend the school particularly within Key Stage 2. The school has not introduced any speedy electronic system to predict standards pupils should achieve and to identify when pupils do not reach their full potential. Notwithstanding this shortcoming the school is well placed to improve further and is making good progress towards the targets it is setting for itself.
43. The newly created governing body fulfils its statutory duties very well. There is a very positive and constructive attitude amongst all governors who are all encouraged and eager to pay their full part in establishing a successful school. Committees of the governing body are run very effectively; for example, the curriculum committee is very well informed and has been actively involved in approving the school's wide and interesting curriculum. All governors have attended governor training and their particular interest and expertise are well channelled, for example, chair of finance has a strong background in financial planning and a good understanding of the principles of best value which are rigorously applied. Similarly, the chair of governors has continued to give a very effective lead to the new governing body which has recently taken over from the temporary body which oversaw the completion of the proposed school. Governors, parents and staff have been fully involved in deciding the long-term needs of the school and in putting in place a well thought out and detailed school development plan. The governing body recognises the strategic implications of funding and supporting a growing school well. It has set aside funds for this and other specific purposes with great thought. Day-to-day administration is unobtrusive and effective and conveys to visitors the clear message that this is a well run and purposeful school. Newly qualified teachers are very well supported and they are encouraged to play a full part and to develop their professional skills.
44. The school is bright and new. Classroom displays are colourful and carefully assembled to support learning, for example, in literacy. These displays reflect the positive way teachers value their pupils' efforts and provide an environment in which to work.
45. Children begin school in the Foundation Stage with above average levels of basic skills. Because of the way the school is growing, other pupils entering the school at different stages of their primary education come with a wide range of standards of personal achievement. By the time the current Year 6 pupils leave at the age of 11, they should achieve above average standards in English, mathematics and science. Standards at the end of Key Stage 1 are already very high. Taking the overall good progress of pupils, the very good quality of teaching across the school, the very

purposeful way the school is led and managed and the very positive way in which the new school is moving, the school gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. The headteacher, staff and governing body, with the support of the local education authority, should:
- (1) Build on the high standards achieved in the Foundation Stage and in Key Stage 1 to raise standards in information and communication technology for Key Stage 2 by providing more opportunities for pupils to:
 - (a) develop their skills in information and communication technology by exchanging information and ideas with others in different ways including the use of E-mail;
 - (b) to understand how information and communication technology equipment such as sensors, measure and monitor external events. The school has recognised these as priorities.

(Paragraphs 1, 8, 102, 107)
 - (2) Provide additional challenge to the very small number of exceptional pupils in English, mathematics and science and raise teachers' expectations of what these pupils can achieve.

(Paragraphs 1, 19, 67, 72, 83)
 - (3) Raise standards further in music so that they more closely match the very high standards achieved in nearly all other subjects by providing teachers with additional support and training to teach music with greater confidence.

(Paragraphs 9, 111, 114)

Minor key issues

47. (1) As the school roll increases, improve the range of opportunities for extra-curricular activities for all pupils.
- (2) Continue to develop the school's systems for recording pupils' achievements to include the use of information and communication technology to predict standards pupils should achieve and to help teachers ensure that all pupils reach their potential.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	49	32	14	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)	N/A	105
Number of full-time pupils eligible for free school meals	N/A	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	12

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	6	5	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	--	--	--
Percentage of pupils at NC level 2 or above	School	100 (N/A)	100 (N/A)	100 (N/A)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	--	--	--
Percentage of pupils at NC level 2 or above	School	100 (N/A)	100 (N/A)	100 (N/A)
	National	84 (82)	88 (86)	88 (87)

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

Because only a small number of pupils took the 2000 national assessments for seven year olds, it is inappropriate to show the school performance in greater detail.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	70
Any other minority ethnic group	2

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)	5.6
Number of pupils per qualified teacher	18.8
Average class size	15

Education support staff: YR - Y6

Total number of education support staff	2
Total aggregate hours worked per week	45

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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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	144,436
Total expenditure	93,320
Expenditure per pupil	1,459
Balance brought forward from previous year	N/A
Balance carried forward to next year	41,116

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	106
Number of questionnaires returned	91

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	25	1	0	0
My child is making good progress in school.	58	37	4	0	0
Behaviour in the school is good.	62	29	2	0	8
My child gets the right amount of work to do at home.	42	45	10	0	0
The teaching is good.	75	22	1	0	2
I am kept well informed about how my child is getting on.	44	46	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	24	3	0	0
The school expects my child to work hard and achieve his or her best.	82	16	0	0	0
The school works closely with parents.	70	25	4	0	0
The school is well led and managed.	87	11	0	0	2
The school is helping my child become mature and responsible.	69	29	1	0	1
The school provides an interesting range of activities outside lessons.	26	14	21	16	22

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

48. Children enter the Foundation Stage with above average skills. Children with special educational needs are quickly identified and work is well matched to their needs. By the time children are ready to enter Year 1, nearly all achieve the Early Learning Goals in all areas and many exceed them.
49. The quality of teaching is consistently very good in the Foundation Stage, which is having a positive impact on children's learning. The learning support assistant provides high quality support and works very closely with the teacher, and is skilled and adept at talking with and questioning children to extend their learning. The induction procedures are well managed and parents are well informed as to how to work in partnership with the school. Links with pre-school groups are being strengthened with a pre-school entry record being established to aid continuity and progression.

Personal, social and emotional development

50. Children enter the Foundation Stage with above average skills in personal and social development. By the time they leave the reception class they exceed the Early Learning Goals in this area. This reflects the skilful teaching in the reception class where children are constantly encouraged, and grow in confidence. The adults provide good role models for the children, always treating the children with courtesy and respect. This leads to very good relationships with adults in a caring atmosphere.
51. Children learn to work and play together and enjoy the wide variety of carefully planned activities. They begin to show consideration towards each other from their entry into school and are helped to recognise what is acceptable behaviour and how to apologise if they upset another child by their actions. The children are enthusiastic about their learning. They have good opportunities to make choices, displaying remarkable independence and care for equipment, and learn from a variety of self-initiated tasks. The children's personal development is promoted effectively, by ensuring that the resources and equipment used are easily accessible to them. They show a wide range of feelings, including identifying things they can share with others, and recognising that not all children are as fortunate as themselves, for example, when writing 'I wish every child had a toy for Christmas'.

Communication, language and literacy

52. Children enter the Foundation Stage with average communication skills. They make very good progress and most will exceed the Early Learning Goals by the end of the year. The children develop confidence in talking to each other through role-play in the 'bug's world'. They enjoy listening to stories and readily share books with adults. The adults are good, active listeners and use talk to good effect. They show the children that they value their contribution and efforts in communication. Competent questioning by the teacher for example, when looking at the 'Lighthouse Keeper's Lunch', encourages children to look closely at the pictures which extends their vocabulary and imagination. At the end of lessons work is shared and children are encouraged to talk about their work, for example, following a printing activity to produce 'Aboriginal art' they explain why they are pleased with it and what was not

successful. The teacher undertakes this skilfully. Children are good at learning the meaning of new words for example, the names of mathematical shapes are recalled.

53. Elements of the National Literacy Framework are used well. A good understanding of the sounds letters make is developed through effective word work. They are beginning to use their knowledge of sounds in their reading. Word level cards and reading books are taken home daily, along with a reading diary for home school communication. The children use pictures to predict what may happen next in a story. They confidently 'have a go' when writing for a relevant purpose. Children write clearly joining their letters and make lists of ingredients used in baking as well beginning to write in sentences. Paper and pencil are available in the role-play area, which children readily use.

Mathematical development

54. By the end of the reception year most children achieve the Early Learning Goals for mathematics and many exceed them. The teacher's careful, regular assessment of the children's level of understanding and their skills helps every child to succeed. Children enjoy and are familiar with a variety of number rhymes and games. Most children can count to ten with the support of counting aids and order numbers correctly. The teacher uses elements from the National Numeracy Framework, which has had a positive impact on children's learning and the recall of number. They are familiar with shapes of everyday objects and use mathematical language with confidence such as circle and square as well as 'more and less'. Mathematical work is carried out with enthusiasm related once more to 'The Lighthouse Keeper's Lunch'. They make a bar graph together, recognising colours representing sandwich fillings and identify with excitement the most popular. Real resources are provided for the class shop, for example currant buns, apples and drinks which are exchanged for money to make a packed lunch, and a loaf of bread is supplied to help children to make piles of two related to the number of slices to make sandwiches.

Knowledge and understanding of the world

55. Children enter the Foundation Stage with an above average level of general knowledge. The children are very well managed and well thought through routines give a very good structure to each session. They are keen to talk about their observations and record their work in pictures and writing, for example they can explain what is needed to make seeds grow and recognise how the seeds change over time. The skilful questioning technique employed helps to ensure high quality learning. Adults support children well and encourage them to find things out for themselves, for example in investigating how a torch works leads to the children designing their own and labelling the parts needed.
56. Children talk about where they live and recognise the passing of time recalling events that have happened to them, for example 'Now I can ride a bike'. They are very confident in their use and control of the mouse when using programs to support their learning on the computer, for example when creating a picture using colour, paint icons, paintbrush and pencil. They evaluate their own and others' work and recognise the good qualities in their work and can offer ways to improve it. The high level of teaching skill ensures a high level of learning and very good attainment.

Physical development

57. Children enter the Foundation Stage with above average skills in physical development and by the time they leave the reception class they exceed the Early Learning Goals in this area. Relationships are very good and the teacher is especially

skilled at creating a calm, caring and purposeful atmosphere, which is conducive to learning. The children move confidently in the school hall developing an awareness of each other. They use the space with increasing control and co-ordination, moving slowly and holding a position. Clear explanations to ensure understanding are given by the teacher, which encourages all children to participate. They extend their vocabulary through experiencing high and low movements and along straight and curved pathways. They run and skip, responding to music and instructions quickly. They have a safe outdoor play area in which to participate in structured outdoor play using wheeled vehicles to develop their muscles. Opportunities are provided for the children to climb and roll in gymnastics and to develop co-ordination using small games equipment.

58. The children become familiar with sand and water and use paintbrushes, scissors and glue spatulas with increasing control. By the time children leave reception they have refined their fine motor skills through cutting, sticking and modelling using a variety of media and writing and working with small construction materials.

Creative development

59. This is another area in which the majority of children meet the Early Learning Goals by the end of the Foundation Stage and many exceed them. They make good progress throughout the reception year. The children are given many opportunities to develop their creativity. They observe colour and patterns in the environment and create interesting collages using a range of resources, including printing techniques when making rainbow fish. They have well-developed pencil control and record observations with increasing accuracy. They look at paintings by great artists and very good teaching enables children at this young age to appreciate their work. Adults skilfully talk with children encouraging them to create work in the same style, using lines and colour. They mix paints to extend their range of colours when painting faces with increasing brush control. They take great care in printing to successfully achieve the effect of Aboriginal art.
60. Children select materials and construct and build models. They have a good sense of how things join together and are imaginative in the way their construction can be used. They make moving parts using wood, glue and card to create a seesaw following a visit to the park and supported by a visit from the 'Design and Technology Bus'. They experiment with different materials to make boats float, and discover some sink. They respond well to music and move and sing with enthusiasm. They sing tunefully and have a good sense of beat. They listen to and copy rhythms playing percussion instruments accurately and with good co-ordination.

ENGLISH

61. Standards in English are above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. In the 2000 national tests at the end of Key Stage 1 results in reading were well above the national average and in writing were very high in comparison to the national average. When compared to schools considered broadly similar, these results were above the average for these schools in reading and very high in writing. In writing they were very high for similar schools. In the year 2000 no pupils took the national tests for 11 year olds because the school had yet to receive any Year 6 pupils. Currently there are a small number of pupils in this age group who should take the 2001 tests. These pupils were previously at other schools. There was only a small number of pupils who took the national assessments at the end of Key Stage 1 in 2000. As a result it is inappropriate to make conclusive judgements about overall patterns of attainment. There is no previous information to compare trends of improvement over several years.

62. Pupils enter the school at the Foundation Stage with above average levels of skills in language and literacy. Those who have joined the school from other schools come with a wide range of ability and experience. On the whole they have achieved average standards previously in English. The school has carefully and systematically introduced the National Literacy Strategy which and has been prompt to address any observed difficulties, for example, in the standards in writing and handwriting. The literacy hour is purposeful and has successfully helped to set and maintain high standards.
63. Standards in speaking and listening at the end of Key Stage 1 are above average. At the end of Key Stage 2 standards are well above average. Overall standards are high because of the well-planned opportunities teachers provide for pupils to speak and listen and the skilful way they encourage all pupils to express themselves and to feel that they have a worthwhile contribution to make, for example, in one lesson the teacher very effectively and expressively did this by telling the class, "Gosh can we do this? - Yes I know we can". As a result pupils within Key Stage 1 are able to talk and listen carefully and respond appropriately choosing words carefully. Within Key Stage 2 many talk confidently about their work, for example, when describing what they know about the ancient Greeks or the local area during World War II. They develop their ideas clearly and concentrate carefully. In some cases, for example, when discussing different styles of writing, they confidently and politely suggest improvements to the teacher's own good examples. They ask questions of each other and take careful account of the views of others.
64. In reading standards are above average at the end of Key Stage 1 and well above average at the end of Key Stage 2, for example, nearly all of the small number of pupils in Year 6 read confidently and fluently and show maturity in the pace they read and the expressive way they read aloud. They have a good knowledge of the works of some famous authors and why they like some poetry. For example, 'The Listeners' by Walter De La Mare because of its alliteration in lines such as 'The forest's ferny floor'. They have well-developed skills in using reference books and CD-ROMs. They are aware of, but have limited opportunities to use the Internet to find out information. Within Key Stage 1 pupils know the names of the parts of a book. They read fluently and expressively for their age and talk enthusiastically about their favourite characters. They confidently use their knowledge of the sounds letters make to pronounce unfamiliar words. This reflects the very good knowledge and understanding teachers have of how to teach reading.
65. Standards in writing are well above average at the end of both key stages. Following an early evaluation of the effectiveness of the literacy strategy, the school quickly and efficiently took steps to improve pupils' handwriting and expression. This is typical of the prompt and effective way teachers have ensured that their high expectations of pupils are met. As a result a careful analysis of pupils' previous work, strategies have been put in place to teach the skills of handwriting systematically from an early age. As a result, by the end of the Foundation Stage nearly all pupils write with a neat joined script. Older pupils invariably present their work neatly because this is standard expected and demanded of them. Pupils at both key stages have a very good understanding of the mechanics of writing, for example, how to use connectives and adjectives and how to distinguish different styles of writing, for example, 'technical writing' and 'informal writing'. They know about different forms of writing, for example, younger pupils in Key Stage 1 know that because a story starts, 'Long, long ago' it is likely to be a myth and can compare 'alternative stories' to those they know well, for example, 'once there was a vet called Mr Wolf'. Within Key Stage 2 pupils make very good progress and many complete a large amount of carefully constructed writing for a wide range of purposes. In this they use their skills in information and

communication technology effectively, for example, in editing and improving their text. A particular strength is the quality of writing in subjects other than English, for example, in history and geography. By the end of the key stage many pupils can summarise a long story or play and plan complex and absorbing stories of their own beginning maturely for example, 'once the plant feels the warm sun and experiences the light it begins to grow'. The overall high standards of presentation of pupils' work is impressive.

66. The quality of teaching is very good. No teaching was seen which was less than good. Although the school has existed for only a short time the impact of the consistently high standard of teaching is apparent in the way older pupils have made very good progress since they entered the school. In the small number of lessons the teaching is excellent. In the best lessons the teacher demonstrates very expressively how to read with insight and meaning. The expectations of what pupils can achieve in the time available are high and the teacher asks questions in such a way that the answers are cleverly drawn out from the pupils' responses. The teacher has a very good understanding of grammar and how to teach the skills of pronouncing words from the sound their letters make. All the pupils in the class are made to feel they have an important contribution to give and as a result they work willingly and are able to apply what they know in different situations confidently.
67. Pupils with some degree of special educational needs make very good progress as a result of the careful way their work is planned and taught. Pupils' individual needs are recognised and all are fully included in the lesson. However, while work is generally well matched to pupils' abilities, there is no provision in lessons to identify and set additional challenge for the small number of exceptional pupils.
68. The co-ordinator is very well informed about the needs of the literacy hour and provides very good leadership, for example, in setting high expectations for pupils and teachers in the initial phase of the school's existence. The co-ordinator has put in place effective strategies to ensure that these expectations are met. The co-ordinator is beginning to develop detailed information based on national and school tests about individual pupils' progress to help maintain the current high standard. At the moment, because of the relatively small numbers in Key Stage 2 this task is straightforward. However, information and communication technology systems to help deal with the likely increase of data when the size of year groups grow, are not in place. There are well founded long-term plans to increase the number of books and other resources as the school develops. Currently the quality and quantity of materials in English are very good and are well matched to the needs of all pupils.

MATHEMATICS

69. Pupils in Year 2 and Year 6 attain standards above those expected for their ages in numeracy and all areas of mathematics. The 2000 national test results indicate that the attainment of Year 2 pupils was well above the national average and well above similar schools. This is based on a small number of pupils who took the tests. There were no pupils in Year 6 therefore no comparison is possible. Inspection findings suggest that considering the short time that pupils have attended the school they achieve well in mathematics. Boys achieve higher standards than girls which the school has recognised and is taking steps to address, for example, in the Foundation Stage. Pupils with special educational needs are very well supported and make good progress.
70. Pupils are gaining a sound base of skills and understanding in all mathematical areas. By the age of seven, pupils are increasing in confidence and competence in the recall of number facts, including learning and using tables. They ably use the four

operations of number to explode a number and know the effect of the inverse operation. Pupils from a young age explain their methods and reasoning using correct mathematical language. They handle data and interpret block graphs and tally charts accurately. They recognise and name shapes and are able to make comparisons of their properties, including angles, faces, sides and edges. They use rulers, capacity measures and weighing scales to measure accurately. They tell the time using the analogue clock and recognize halves and quarters.

71. By the age of 11 pupils can work out calculations in their heads quickly, and on paper. They explain their working and methods clearly. They can solve problems using larger numbers and recognise patterns in number. They understand the importance of place value. They are conversant with fractions and decimals, and finding averages. They develop skill in the measuring of angles using protractors, and read more detailed scales with accuracy. They use and interpret a range of charts and graphs and diagrams. They make sensible estimations in measuring activities and of the answer in numerical problem solving and investigations. They find the perimeter and area of shapes and construct and express in symbols simple formulae.
72. The quality of teaching and learning throughout the school is good. In a small number of lessons there is some very good teaching. Skilful questioning is used well to assess what the pupils know and have understood. It ensures all pupils are fully involved and challenged at their own level. All pupils are well supported enabling them to achieve well within the lesson. Pupils are well taught how to calculate accurately. The teachers use a good range of mathematical vocabulary, which results in the pupils being able to explain their work using the correct terminology as exemplified by Year 4 pupils' ability to talk about polyhedrons. This was extended effectively into an investigation of the nets of shapes. Where teaching is very good the pace of lessons is brisk with teachers having high expectations of the quantity and quality of work pupils do within a given time. The organization of the lesson enables pupils to recognize mistakes and emphasises the need to check their answers. Enthusiasm is engendered by interesting work, which is challenging yet achievable and the lesson is fun. Pupils are extended well, particularly in Key Stage 2 and the higher attainers are recognized. However, there is insufficient extension of work for the very small number of exceptional pupils.
73. Teachers are familiar and secure with the National Numeracy Strategy, which they apply effectively. It is well supported with a published scheme and resources are good. The three-part lesson structure is well established and planning is good. The learning of tables along with other mathematical tasks is encouraged as homework, which is a good influence on learning. Parents are encouraged to be fully involved through the provision of help sheets. Pupils use mathematics to help learning in other subjects. For example, pupils are involved in mathematical work when producing a line graph to support science work about forces. In using information and communication technology charts and graphs are produced when interrogating the database, which supports the teaching and learning of mathematics.
74. The school uses statutory and non-statutory test materials appropriately and has recently introduced a formal tracking system of pupils' progress from year to year. Teachers also use informal observation and regular tests to assess pupils' attainment. All test results are well analysed to be useful in future planning. They record targets for individual pupils, which are discussed with the pupil and parents, to help improve their learning in subsequent lessons.
75. The role of the co-ordinator is a strength, giving valuable support to teachers and pupils. The subject is well monitored by the co-ordinator, headteacher and the governor with special interest in mathematics. The governing body is very well

informed. All teachers and the governor have been involved in recent in-service training to maintain the quality of teaching and subject knowledge and in the 2000 assessments for seven year olds results were well above the national average.

SCIENCE

76. The school has embarked upon a good strategy ensuring the standards in the experimental and investigative science are high.
77. Throughout the school pupils' ability to express themselves orally is good and they show confidence when they explain their tasks. Their writing skills in science are good because they are taught to record and write up their investigations in a progressively developed way. The standard of recording and presentation incorporating the use of clearly labelled diagrams is good. Pupils show good observation skills and the careful use of pencils when drawing and labelling. Colour is used appropriately in the diagrams to convey information rather than decorate. The effort made by the school to develop the experimental and investigative techniques has resulted in pupils using a good systematic approach with a clear format for recording their results. This is evident throughout the school. Charts and graphs are used to record and interpret data and pupils are good at using this data when coming to conclusions in their investigations. Although the use of the computer suite has only recently commenced, there is insufficient use of information and communication technology to record and interpret data or to word process reports in science.
78. Within Key Stage 1 pupils are able to correctly sort and group foods in a healthy eating project. They know how to name the parts of a plant and the human body. They are able to use previously acquired skills when setting up an investigation to find out how water passes through different types of soil. Their ability to handle equipment and materials carefully is good and they have good skills when counting and measuring. Pupils' overall knowledge at the age of seven is good and they are able to talk about the tasks they are carrying out as well as explain what they have learned in previous lessons.
79. Within Key Stage 2 pupils develop further their investigative skills as they explore ways of writing instructions and the use of diagrams in an investigation into electrical circuits. Their abilities to predict with reasons what might happen when they add bulbs to an electrical circuit are good.
80. Older pupils in Key Stage 2 know that both gravity and friction are forces. Pupils of all abilities know that gravity is a force pulling towards the centre of the earth. They correctly measure forces as masses. They record their results and then plot a graph. Their ability to use this graph to interpret their results is good. When investigating the vegetation growing on the school playing field and around their school pond, pupils ask good questions about the plants they find and the way they grow.
81. Throughout the school pupils are introduced to the correct terminology in science and they use it correctly when speaking and writing. Their ability to apply the language skills acquired in literacy lessons is good; for example in a very good lesson investigating the porosity of soils pupils knew what 'permeability' meant and they used it correctly in their talking and writing. In another very good lesson where pupils are planning an investigation to add bulbs to an electrical circuit, Year 4 pupils are aware that they are using adjectives when describing what they use and what they will see.
82. Pupils' progress in science throughout the school is good. The progress of pupils with special educational needs, including those where English is an additional language, is good. This is largely due to the good support they receive. Behaviour in lessons is very good as a result of the good management techniques of the teachers and support staff. Any behavioural problem is dealt with quietly and efficiently so that pupils' learning is not disrupted. Pupils sit attentively and listen well to each other as well as to the teacher. They are eager to answer questions and contribute ideas for

discussion. When working in groups they co-operate well sharing both ideas and resources.

83. Teaching in science is very good. Lesson planning is good and teachers clearly identify what pupils are to learn in a lesson. The planning clearly states how the skills and knowledge are to be developed. In all lessons teachers make pupils aware what the learning intentions are and frequently they are written on the board. In most lessons, teachers return to these intentions at the end to effectively review what has been learned. Tasks are well matched to the different ability groups including pupils with special educational needs. All pupils are challenged to extend their knowledge and skills including the higher attaining pupils. However, within this group the exceptional pupils are not sufficiently extended because they are not set sufficiently high expectations and targets.
84. Teachers have a secure knowledge of science and in all lessons the correct terminology is introduced where it is appropriate. Teachers are good at ensuring that pupils apply the language skills that have been acquired in the literacy lessons. This includes the appropriate and correct use of language in both speaking and writing. Teachers skilfully question in order to make pupils think as well as to explore and apply the knowledge they have. Teachers are very clear in the way they give instructions to pupils and they check that pupils understand what they have to do. Pupils are organised and managed very well which contributes to the good brisk pace of lessons.
85. Although pupils are acquiring many skills in information and communication technology, there are insufficient opportunities for pupils to record and interpret data as well as word processing for reports in science. There are insufficient opportunities or resources for pupils to use information and communication technology to monitor changes, for example in temperature or heart rate. Teachers are diligent in marking work and examples of very good marking of work are evident, particularly in the class of the oldest pupils. This marking indicates how pupils can improve their standards. However, although there is a clear marking policy this practice is not consistent throughout the school.
86. Pupils make good use of the developing environmental areas around the school. These areas that include a pond have been well planned but are in their early stages of development.

ART AND DESIGN

87. Pupils' throughout the school make good progress and attain standards above those expected for their age. Pupils develop an understanding of the elements of art, working with line, colour, pattern, texture, shape and space. Year 1 pupils have explored producing portraits with good recognition of shape and features. They work in paint and are beginning to mix shades of colour effectively. They are developing their skill in observation by drawing a cross section of apples and peppers using oil pastels and extending this work into the interpretation of their drawings onto fabric with good results. They are accurate in colour and a combination of stitching and sticking adds interest. Pupils are skilled at interpretation of their favourite outside place into collage using a combination of natural objects and paper and material. Their experience in sculpture is based on this work using natural objects they have collected. Year 2 pupils extended pattern work to designing their own using lines, circles, dots and contrasting colours to produce a patchwork effect.
88. Many good examples of pupils working with a range of media and using a variety of skills and techniques can be seen in the older classes. In one class art work is linked

to a study of the rainforests. Pupils become adept at mixing colours and producing many shades of green. Older pupils have looked closely at proportion and drawn people with a good degree of accuracy. A combination of media is used to good effect, successfully creating compositions in the style of Cezanne and Renoir. In a study of line good results are produced using charcoal and watercolour to reproduce the delicacy and shape of flowers. Some pupils have worked alongside a visiting artist to sketch ideas and design a professional poster detailing the school pond. Very good results have been achieved. Sketchbooks are used well and valued as pupils experiment with skills in pencil sketching, They also aid the design process in initial stages with very detailed ideas for a textured design of Noah's Ark. Pupils with special educational needs work hard and achieve well.

89. The quality of teaching is good throughout the school. Teachers have good subject knowledge, which enables pupils to effectively build on their artistic skills and techniques already acquired. Challenging activities are introduced which are demonstrated in order to extend pupils' knowledge and skills. Explanations and instructions are very clear ensuring that all pupils are focused on the objectives. Skilful questioning provided opportunities for pupils to talk about their own work and that of others in order to evaluate and refine it and learn from their mistakes. Expectations of quality and quantity of work are high and greatly valued. Work is well matched to the needs of all the pupils. Very good relationships enable teachers to provide well-directed help to give pupils confidence. This has helped to raise the standard of achievement, particularly in Key Stage 2, within a very short period of time.
90. There are many examples of well-displayed work around the school, which are linked to other areas of the curriculum and enhance the learning environment. Pupils receive a wide range of experiences in painting, printing, drawing and modeling. Eye-catching posters of the dangers of electricity involve great care in design and skill in lettering and colour. Information and communication technology is used from an early age and aids the development of information and communication technology skills and artwork. Pupils have the opportunity to design wrapping paper, create images and use the colour palette. Art makes a positive contribution to the spiritual and cultural development of the pupils.

DESIGN AND TECHNOLOGY

91. Timetable organisation meant that design and technology lessons were not observed during the inspection. However, from the extensive display of pupils' work throughout the school and the work presented for analysis, standards are above national expectations. By the age of 11 pupils have good planning, making and evaluation skills. Pupils' learning throughout the school is good and their achievements are above those expected for the age of the pupils. Pupils with special educational needs also make good progress in relation to their earlier attainment. With the recent national initiatives for literacy and numeracy and the resulting pressure upon the remainder of the curriculum, this represents a considerable achievement for this subject.
92. Pupils in Year 1 show good manipulative skills when they weave paper and wool together. They have also made 'pop-up' models inspired by the book 'Where the Wild Things Are' in which their drawing, cutting, sticking, colouring and making skills are good. There are good links with other subjects; for example pupils have been studying life in ancient Egypt in history and in their design and technology lessons they have made model houses of the type that would have been found there. These too show a good sense of proportion as well as good measuring and making skills.

93. Within Key Stage 2 pupils are able to plan and make model rooms, some of which have lights that can be switched on and off. They are able to make 'buggies' that are powered by a small electric motor. These models show that they are able to apply the knowledge acquired in science to a design and make process. They are able to make good use of their skills in a local mobile workshop that visits the school. During these experiences they are also able to use some control technology to make the buggies move and stop.
94. Throughout the school pupils are taught to plan their work before making. A particularly good feature in the design and make process is that pupils also evaluate what they have done. Within their own evaluation pupils also state the new learning they have acquired such as careful measuring and cutting.
95. There is a very good food technology area and resources generally are also good. A particularly strong feature of the subject is the use the school makes of the Design and Technology Bus workshop that comes to the school regularly together with a specialist teacher. This provision not only enhances the learning of skills in design and technology for the pupils but also acts as a good opportunity for staff to enhance their own expertise.

GEOGRAPHY

96. Only a small number of lessons were seen during the inspection however, from a scrutiny of pupils' previous work and by looking at teachers' plans and talking to teachers and pupils, it is clear that standards are above those expected at the end of Key Stage 1 and well above expected levels at the end of Key Stage 2. Within Key Stage 1 pupils are able to recognise that their own area has gone through rapid changes recently. In this they can describe from photographs and maps what human and physical features have changed and those that have remained the same. They are aware that the shape of the local area is influenced by human decisions and they are able to express their own ideas about changes which would improve the area. They know how to draw an accurate map of their way to school and are aware of differences in weather and climate between contrasting regions of the world, for example, between rainforests and mountains. Within Key Stage 2 pupils know about the course of their local river and draw detailed maps to show how its features change. They know the effect of altitude on temperature and weather when studying mountain ranges such as the Alps and the Himalayas. They are able to record their work neatly and draw graphs and diagrams carefully and accurately.
97. The curriculum is wide and interesting and the co-ordinator has set high expectations of the range and depth of work to be taught. While there is an appropriate level of challenge for nearly all pupils who have made very good progress recently, the school does not always set sufficiently demanding work for the small number of the exceptional pupils who are capable of achieving very high standards. There are good arrangements for the co-ordinators to evaluate the success for teaching and learning through visiting classes and by looking critically at pupils' work. A strength of this is the spirit of open and frank discussion between teachers about what standards to expect and how to assess what pupils have learnt, for example, in emphasising the need to plan and teach the skills of geography systematically. Plans are well advanced to organise the curriculum effectively to meet the school's needs when it is full and there are distinct year groups throughout both key stages. Resources are appropriate and there is a well-prepared action plan to build on these as the needs of the school increase.

HISTORY

98. Standards are above those expected at the end of Key Stage 1 and well above those expected at the end of Key Stage 2. Standards are high because of the wide and interesting curriculum which the school has put in place and the high expectations teachers set for pupils to achieve. In drawing up the curriculum the co-ordinator has placed heavy emphasis on the teaching of the skills of this subject. As a result pupils within the early part of Key Stage 1 can look critically at toys they used when they were young and describe how the toys today have changed. Within Key Stage 2 pupils have a good knowledge of the reasons why the Vikings visited and settled in Britain. They know about the skills the Viking craftsmen possessed. They know in some detail about the organisation of society in ancient Egypt. They can use copies of Egyptian artefacts such as the Rossetta Stone to find out for themselves about the writing the ancient Egyptians used and how they lived. Pupils record their work neatly and are able to speak confidently about what they have learnt.
99. Within Key Stage 2 pupils make very good progress because the school has decided to allot an appropriate amount of time in the curriculum to teach the subject regularly and to ensure that the time is well used. Pupils know about the major achievements and the personal background of Brunel. They know, through a study of ancient Greek art and architecture, something of the way of life of those people. They know that not all city states were democratic in ancient Greece and that they grew from an original 'pol' or 'fort'. They know in detail the main events leading up to and during the Battle of Marathon. They are able to write at length and in a lively style, about the impact of World War II on their local area, for example, by interviewing local older people about their experiences when Filton was bombed'. They can relate to the newspaper reports of the time and empathise with the evacuation of children to safer areas. They can distinguish between first and second-hand sources and evaluate their individual worth.
100. The quality of teaching is good. In the best lessons the teachers work hard to promote a spirit of empathy with the age; for example, one lesson was very well supported by a very good range of World War II personal artefacts and uniforms including War Office documents tracing the loss, capture and final release of a pupil's great grandfather. The teacher questions expressively, encouraging the pupils to identify with the different personal situations of evacuees, their parents and those to whom the evacuees were sent. The teacher shares with the pupils in a vivid way the personal experiences of relations so that the subject is brought to life. As a result pupils maintain their interest and curiosity very well. They can predict what will happen as the result of actions and they act responsibly in discussion responding positively to the teacher's confident assertion that, "you've grown up here".
101. The subject is well led. The co-ordinator has a clear and accurate picture of the quality of pupils' work and of the need to emphasise the importance of planning and teaching the skills associated with history. There are sound procedures in place which are well taken for teachers to assess regularly what pupils have learnt as a result of a series of lessons. There are good resources to support the teaching of the areas of the history curriculum which are currently being taught. There are well laid plans to build on these systematically as the school increased in size.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. Pupils' standards at the ages of seven and 11 are above those expected nationally in some but not all aspects of this subject. The full range of the information technology curriculum has only recently been introduced and some areas such as control

- technology, communications and sensing have yet to be implemented as a whole school programme. In these areas standards are below those expected.
103. Young pupils in Year 1 are confident when working at the computer. When learning about animals they successfully select words from a bank and place them in the text on the screen. They also show good links with literacy when they add letters to a word to change it from singular to plural.
 104. Younger pupils use a variety of programs such as 'Primary Colours' to link with art. Their work shows that they can produce good results when forming pictures inspired by the artists Mondrian and Jackson Pollock. They can select and change fonts as well as flood and fill colour in their picture formation when designing a chocolate bar wrapper.
 105. Year 4 pupils extend their word-processing skills further. They can use a word search, find and select and then place the word in the text together with being able to delete. They can use the spell checker for the pieces they write. They explore patterns and shapes. They quickly acquire new commands to make a composite picture of the pattern they have chosen.
 106. Older pupils in Key Stage 2 use the computer to record and pictorially produce a graph in a mathematics project. In science they compile a key to identify plants. These pupils have word-processed a prayer based on the celebration of harvest. They are learning to compile and use a database of the books they have in the class library. They show good skills when interrogating this database with simple and complex searches.
 107. Pupils of all abilities, including those with special educational needs, make good progress throughout the school in the areas which are currently taught. The skills in these subject areas are developed systematically as pupils move through the school. However, there is insufficient development of the skills for sensing, control and monitoring, and in the use of communication technology for example E-mail.
 108. The teaching of information technology is always good. Teachers show confidence in the use of computers and provide the right level of challenge for the different ability levels of the pupils. Teachers make good use of information technology across the curriculum linking with language, art, geography, history and mathematics. Teachers' planning is good and they clearly identify what is going to be taught in a lesson. Teachers support and encourage pupils when they are working. There is a very good balance between answering questions and challenging pupils to seek their own solutions and improvements. This has a positive impact upon pupils' development of initiative and independence. Good use is made of support adults who guide pupils at the computers.
 109. Hardware in the form of the computer suite is good and continues to develop and it is well used. Computers on trolleys from the suite can be used in the classroom and good use was seen during the inspection, for example, in a Year 4 literacy lesson for less able pupils whose language skills were advanced through using the computer. However this facility is limited and the number of computers in the classroom is insufficient for pupils to practise and consolidate the skills they learn in the suite. Currently there is a lack of sensors within Key Stage 2 to monitor and measure external events
 110. The subject co-ordinator has very good knowledge and vision for the subject as well as being fully aware of what needs to be provided for the subject in its development. This is shown through the very good action plan produced by the co-ordinator for the development of both the subject and staff expertise.

MUSIC

111. Pupils throughout the school attain the standards expected for their age and ability and pupils enjoy their music making activities. The tuition provided by visiting specialist teachers in guitar and recorder enhances the provision for older pupils and add to the pupils' musical experiences. Value is placed on performance and pupils throughout the school become used to singing in front of an audience.
112. Younger pupils sing well showing good control of pitch and rhythm. They handle untuned instruments carefully and know the names of the percussion instruments they play. They are successful in playing long and short sounds and can articulate why some instruments are better for long sounds than others. Pupils enjoy taking turns at being the conductor and lead the class in music making. In Year 2 pupils record their thoughts about instruments and are encouraged to evaluate how to improve their performance, for example how to make a song special which is to be performed at the music festival with local schools. They record their compositions to show the line of the music and recognize patterns where the theme is repeated.
113. Pupils in Year 4 are well able to maintain a steady beat and enjoy copying a variety of more complex rhythm patterns. Some pupils with special educational needs find co-ordination difficult but make a good effort. Pupils are developing a keen ear, understand written rhythmic notation and can identify rhythmic patterns when played. They play a limited range of notes on the recorder from memory and are beginning to learn how to improve the sound they make. They can maintain a simple part when playing with others to produce music in two parts. The oldest pupils enjoy listening to and participating in lively and fun music sessions. They are aware of dynamics and control their voices when repeating nonsense rhymes. They are aware of the importance of dynamics in creating a musical picture. For example having listened to 'The Storm' by Vanessa May they begin to experiment with percussion instruments to imitate the sound of the storm. Pupils are aware of the importance of silence. They discuss the results of their efforts and identify ways to improve the sound effects. They are aware of other performers, ensuring they start and finish together. They have a developing knowledge of composers and their music. Pupils sing in tune and with a good sense of rhythm, enthusiasm and expression.
114. The quality of teaching and learning is good overall. The standard of music in the classes taught by a specialist teacher is significantly higher than in other classes. Very good use is made of recorded music to stimulate an appreciation of beat and rhythm and as an accompaniment to recorder playing. In the best teaching lessons move at a brisk pace with quick changing activities to which pupils respond very positively to the challenge and their interest is maintained. Where music is taught by class teachers the teachers' knowledge is sufficient to teach basic musical skills and knowledge but insufficient to extend and challenge pupils' creative abilities in composition, and some lack confidence. Skills are practised and repeated methodically to aid progress. The lessons extend pupils' appreciation and lead on into composing and performing. Instructions are clear with the teacher using correct musical terms throughout and the pupils quickly adopted these in their discussion. Mixed ability groups enable the lower attainers to work alongside those with more developed skills.
115. A published scheme of work has been adopted. There is no consistent recording system of pupils' skills and ability and a focus on the raising of standards. There is a good range of tuned and untuned percussion instruments. The range of recorded music is wide, and includes music from other cultures. Opportunities are provided for pupils to listen attentively, which supports their spiritual and cultural development.

PHYSICAL EDUCATION

116. This subject was not a focus of the curriculum during the inspection, and few lessons were seen. However, from a scrutiny of teachers' plans and records and by talking to pupils and teachers, standards are above expected levels at the end of both key stages. Pupils go swimming regularly and learn to swim proficiently so that by the age of 11 all reach the expected standard to swim 25 metres.
117. Younger pupils show a good sense of balance and control of their bodies as they practise ball control skills in the hall. Most pupils show satisfactory skills when learning to kick and stop a ball. In a very good lesson Years 5 and 6 pupils use a personal fitness programme for warming up. They show good balance and control in movement when skipping, running, and hopping. In the main part of the lesson where they learn stick and ball control in 'Unihoc', their ability to dribble, pass and stop the ball is good.
118. Pupils of all abilities, including those with special educational needs, are included in all lessons and progress well. The standards of behaviour are high and pupils work co-operatively with one another. A class of older pupils support one another very well both in the personal fitness programme and in small ball skills. Within the lessons pupils show enjoyment in physical education. In addition, the older pupils show a sense of pride in their achievements.
119. Lessons are well planned using nationally produced guidelines as a framework. Teachers are quite clear in what they want pupils to learn and they explain this very clearly at the beginning of the lesson. Teachers are good at demonstrating what pupils are to learn and skilfully help them during the lesson.
120. Pupils go swimming regularly and learn to swim proficiently. The subject is well led by a co-ordinator who is a specialist in the subject.