

INSPECTION REPORT

CONISTON PRIMARY SCHOOL

Patchway, Bristol

LEA area: South Gloucestershire

Unique reference number: 131698

Headteacher: Bob Callicot

Reporting inspector: Brian Espiner
30600

Dates of inspection: 5 - 8 March 2001

Inspection number: 230343

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Epney Close Patchway Bristol
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Telephone number:	01454 866920
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Appropriate authority:	South Gloucestershire
Name of chair of governors:	Mr L Gray
Date of previous inspection:	Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
30600	B Espiner	Registered inspector	English	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? What should the school do to improve further?
9834	C Rentoul	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
31819	Shirley Duggins	Team inspector	Mathematics Physical education Special educational needs Foundation Stage	
20752	J Collings	Team inspector	Science Information and communication technology Art and design Design and technology	
20614	D Kimber	Team inspector	Geography History Music Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Coniston Primary School is a new school in Patchway formed by the amalgamation in 1999 of Coniston Infant and Junior Schools, with the headteacher of the junior school taking over as headteacher of the primary school. Most pupils live in the large local authority housing estate which contains the school. There are 325 on roll, of which 60 are part-time in the nursery. Ninety five per cent of pupils are from white ethnic backgrounds. Four pupils are from traveller families and one pupil from a family seeking asylum. Twenty six per cent of pupils are entitled to free school meals, a proportion above the national average and the largest percentage in South Gloucestershire. Thirty five per cent of pupils have special educational needs, which is above average, and 16 of these pupils have a Statement of Special Educational Needs, which is well above average.

HOW GOOD THE SCHOOL IS

The effectiveness of the school is good. Standards are well below average on entry to the school and about average on leaving, although in English they are still below average. Leadership and management are good overall, and the school gives good value for money.

What the school does well

- Pupils' progress is good throughout the school.
- Teaching and learning are good.
- Standards in dance are well above average.
- Relationships and behaviour are good.
- Provision for personal development is good, and for social development it is very good.
- Provision for pupils with special educational needs is very good.
- Assessment procedures in English and mathematics are good, and they are used well.
- The leadership and management of the headteacher and deputy headteacher are very good, ensuring clear educational direction.
- There is a very good, shared commitment to improve and capacity to succeed.

What could be improved

- Standards in English are below average.
- There is not enough emphasis on mathematical problem solving and investigation, or on scientific enquiry.
- The good scheme of work in information and communication technology (ICT) should be introduced more quickly in Years 5 and 6.
- There is not enough emphasis placed on recording the design-make-review process in design and technology at Key Stage 2.
- The successful assessment procedures in English and mathematics need to be extended to other subjects.
- There is not enough emphasis on multi-cultural education, in order to equip pupils fully for life in our multi-cultural society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school is not old enough to have had a previous inspection, so direct comparison is not possible. However, all the key issues in the last inspection reports of the old infant and junior schools have been tackled well, and the school is more effective as a single unit than two separate units.

STANDARDS

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

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

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

Standards in science are about the national average now rather than above it, as last year's cohort of pupils was particularly strong. In English and mathematics, standards are the same as those indicated in last year's tests. Results are rising over time in line with national trends. The school sets targets for the numbers reaching expected levels at the ages of seven and 11. It is exceeding the targets set when the schools were separate, and has revised them upwards in order to make them more challenging. Standards reached by 11 year olds in some areas of ICT are below those expected of pupils of this age, particularly in computer control and monitoring physical events such as temperature. The attainment of 11 year olds in other subjects is satisfactory, except in design and technology, where it is below national expectations, and dance, where standards are very good. In national tests for seven year olds in 2000, pupils were well below the national average in reading, writing and mathematics, and generally below the average of schools with similar numbers entitled to free school meals. When children come into the nursery, standards are generally well below average, and in some areas, for example, in speaking and listening, they are very low. Good progress is made throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are satisfactory, and improve as pupils get older and the school's influence has more effect.
Behaviour, in and out of classrooms	Behaviour is good. The school's systems work well. There are few exclusions.
Personal development and relationships	Personal development and relationships are good. For example, a physically handicapped pupil is well cared for by her classmates, and fully included in everything, including dance.
Attendance	Attendance is below average. This is partially, but not totally, explained by the very poor attendance record of one pupil.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
72 lessons seen	good	good	good

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

Over 95 per cent of lessons were at least satisfactory. Sixty per cent were good or better, and 18 per cent were very good. The lessons observed at the Foundation Stage were satisfactory overall, and none were less than satisfactory. From a consideration of children's progress over time, it can be concluded that teaching and learning at the Foundation Stage are good. Lessons at Key Stages 1 and 2 were good overall, and this was confirmed by an analysis of pupils' work. The teaching of English and mathematics is good. The National Literacy and Numeracy Strategies have been introduced well, and skills in literacy and numeracy are reinforced well in other areas of the curriculum. Teachers take full account of individual needs, and pupils with special educational needs learn well. Higher attainers are challenged effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	These are satisfactory. Pupils receive their entitlement to the National Curriculum.
Provision for pupils with special educational needs	This is very good. Detailed individual education plans set suitable and achievable targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good. Provision for moral development is good, and for social development it is very good. Provision for spiritual and for cultural development is satisfactory, although there is not enough emphasis on provision for multi-cultural development.
How well the school cares for its pupils	Educational and personal support and guidance are good, as is the monitoring of pupils' academic performance and personal development.

The school has good links with parents. A few parents make a very good contribution to their children's learning at school or at home, but a large proportion make little contribution.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher form a very strong and effective partnership. There are problems with the leadership of science, and the leadership and management of the Foundation Stage need to be better defined.
How well the governors fulfil their responsibilities	The new governing body is learning fast, and governors fulfil their responsibilities satisfactorily.
The school's evaluation of its performance	This is good. Results of national and other tests are analysed well to determine pupils' progress, set targets and help learning.
The strategic use of resources	Financial planning is good and the budget is well managed. The principles of best value are adhered to, and all large items of expenditure are put out to tender.

Staffing matches the demands of the curriculum. Accommodation is very good, and learning resources are adequate. However, there are not enough reference books in the library, and there is a general lack of classic children's literature.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects children to work hard and achieve their best. • Parents feel comfortable about approaching the school with questions or a problem. • The teaching is good. • Children make good progress at school. • Children like school. • The school is well led and managed. • The school is helping children become mature and responsible. • The school works closely with parents. 	<ul style="list-style-type: none"> • The school does not provide an interesting range of activities outside lessons. • Children do not get enough homework. • Very few parents volunteer to help the valuable parent-teacher association.

The inspection team is happy to agree with all the positive views of parents. The team disagrees with the minority of parents who think that their children do not get enough homework, as homework is satisfactory. That only a few parents help the effective parent-teacher association was a complaint by the few active members who work very hard, and last year raised over £3000 for the school. They need more help. As to the range of activities outside lessons, parents at the pre-inspection meeting disagreed with the results of the questionnaire, where 22 per cent had expressed dissatisfaction. At the meeting, parents said that they had thought that the question referred only to clubs, and they had not taken into account trips, visitors, and so on. The provision of activities outside lessons is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In national tests for 11 year olds in 2000, attainment was below the national average in English, in line with the national average for mathematics and above the national average in science. Compared with schools with similar numbers entitled to free school meals, attainment was average in English, above average in mathematics and well above average in science. In the 2000 national tests for seven year olds, attainment in reading was well below average both nationally and in comparison with that of similar schools. In writing and mathematics, attainment was well below average nationally, and below the average of similar schools. If the school's results in national tests are compared with those of the old infant and junior schools, they are improving in line with national trends. The old schools' targets for the numbers of pupils in the core subjects reaching the expected Level 2 at Key Stage 1 and the expected Level 4 at Key Stage 2 have been met, and future targets are being revised upwards to make them more challenging. Because the school is new, the government does not supply statistics, usually given to schools, showing how pupils at the end of Key Stage 2 have made progress in comparison with other school with similar Key Stage 1 results four years ago. However, the school analysis of the figures shows that progress has been very good compared with these other schools.
2. Generally, standards of attainment on entry to the nursery class are low. Children make good progress in the Foundation Stage but by the time they enter Key Stage 1 the majority have not yet achieved the Early Learning Goals in the six areas of learning deemed suitable for children of this age. Good progress is made throughout the school in most areas of learning, with standards improving to generally below average at the end of Key Stage 1, and improving again to about average at the end of Key Stage 2. Science standards at the end of Key Stage 2 are similar to those in mathematics, broadly average, and English standards slightly lower. In general, the school achieves higher standards in writing than in reading when compared with other schools, i.e., there is less of a gap between reading and writing than seen nationally, largely because the school has made writing a priority, and this has worked.
3. At the end of Key Stage 1, standards in English are below average, and some are well below average. For instance, standards in speaking and listening are very low. Teachers' estimations of seven year olds' speaking and listening skills put the school in the bottom five per cent nationally in the year 2000. The school works hard to improve standards here, and during the inspection many instances were seen of good discussions being initiated by teachers. Teachers question carefully and encourage pupils to use less boring words and expressions. They sometimes use small pieces of drama in lessons, specifically to improve standards in speaking and listening. This is working to some extent, and by the time pupils leave the school their standards have improved, from very low to below average. Reading and writing standards also improve well in the school, from well below average on entry to below average on leaving. Pupils of higher ability, although not as great a proportion of the school as found generally, are pushed hard and achieve well, and the number of pupils reaching the higher Level 5 in the 2000 national tests was about the national average in English, and above the average for similar schools. This is also true for mathematics. In science, the numbers reaching the higher level were above average nationally in 2000, and well above the average of similar schools.

4. At the end of Key Stage 1, standards in mathematics are generally below average. Most Year 2 pupils understand the difference between tens and units, and are beginning to recall addition and subtraction facts to 20 accurately in mental arithmetic. They have difficulty in explaining their methods because of their poor speaking and listening skills, so skills in using and applying mathematics are not well developed here. At the end of Key Stage 2, standards are broadly in line with the national average in all areas apart from investigation and problem solving, which is underdeveloped and below average. Most pupils have a sound mental recall of addition, subtraction and multiplication facts. They can multiply and divide by multiples of ten, and have a satisfactory understanding of the use of graphs.
5. Standards in science are below average at the end of Key Stage 1 and average at the end of Key Stage 2. Attainment is slightly lower this year than that suggested by last year's results. This is partly because scientific enquiry is not measured in national tests, and standards in scientific enquiry are below average. Another contributory factor is a lack of strong leadership from September 2000 when the co-ordinator was unwell. Also, the 2000 group of Year 6 pupils was particularly strong. The present Year 6 pupils understand the relationship, and specifically the scientific differences, between solids, liquids and gases. They also know that balanced forces result in no acceleration, which they interpret as no movement.
6. Standards in ICT and design and technology are in line with national expectations at the end of Key Stage 1, but below expectation at the end of Key Stage 2. By the time they reach Year 6, pupils use a good range of design and technology skills to produce some artefacts of good quality. However, they are not systematically recording the process from design to manufacture. The introduction of a good scheme of work and sensible development plan in ICT since the amalgamation has ensured that pupils at Key Stage 1 are already reaching expected standards. Similarly, there are few problems in Years 3 and 4. However, it will take some time for Year 6 pupils to achieve satisfactory standards, as they were some way behind when the new scheme was introduced. At present they do not reach expected levels in monitoring physical events or computer control. Nor can they create multi-media presentations.
7. Attainment in the other subjects of the curriculum is in line with national expectations. In art, pupils are familiar with a wide range of materials. Colour is used well in Year 6 to explore perspective, although sketching and drawing skills are limited. In geography and history, pupils work with primary sources; for example, 120 year old census data for Almondsbury. Pupils develop mapping skills when using historical maps of Patchway as well as modern ones to find differences over time. However, their knowledge of Ordnance Survey standard map symbols is patchy. In music, Year 4 pupils show sound progress in their knowledge and understanding of rhythm. Singing in assemblies is tuneful, with good rhythm and tone. In physical education, standards reach national expectations in all aspects, and dance is particularly strong. Key Stage 2 pupils are graceful, and use their imagination well. One lesson seen involved the excellent, and particularly sensitive, total inclusion of a pupil in a wheelchair, and she was achieving very high standards along with the rest of the class. In religious education, knowledge and understanding of Christianity is good, and of some other major religions (for example, Judaism and Islam) it is satisfactory. Standards in religious education meet the requirements of the locally agreed syllabus. In general, the presentation of pupils' written work is sometimes unsatisfactory.
8. Pupils with special educational needs make good progress in meeting the targets set in their individual education plans, or as in the case in the Foundation Stage for younger pupils, their individual play plans. These targets are reviewed and revised on a regular

basis through an effective ongoing system of assessment. The progress owes much to the prompt identification of problems and the sensitive support given to these pupils. Only one pupil in the school was identified as having English as an additional language. After three years at the school, where she arrived with no English, she has a reading age in English of a year above her chronological age. In speaking, she is not distinguishable from a native speaker, except in her understanding of some colloquialisms and figures of speech, which is, understandably, below average. Her progress in the school has been excellent. The three traveller pupils who attend the school regularly are similarly indistinguishable from other pupils, and make good progress. There are no measurable differences in the standards attained by girls and boys, or by the very few pupils from ethnic minorities.

Pupils' attitudes, values and personal development

9. Parents state that the amalgamation of the former infant and junior schools into one primary school has been a great success. Their children confirm this by their behaviour and individual personal development, which is good. Exclusions are well below average. The majority of pupils come to school regularly and settle down to their work quickly, sometimes writing up their journals during registration. There are separate playgrounds for the different age groups, but at whole-school periods, such as assemblies and lunchtimes, they mix well and the youngest pupils appear confident and secure. When playing outside, pupils behave sensibly and respect the supervision of teaching staff and mealtime assistants. They take advantage of a variety of playground equipment, and inspectors saw very few incidents of rough play during the inspection week.
10. Behaviour in lessons is generally good, and attitudes improve as pupils move up the school, showing that the school's systems work. Relationships are good, both between pupils and adults and between pupils themselves. Older pupils work quietly in groups unsupervised in the library, responding to the very pleasant surroundings. Pupils generally show a good respect for the feelings, values and beliefs of others. No bullying or oppressive behaviour was seen, nor any incidents of sexism or racism. Parents report that any isolated incidents of bullying are dealt with quickly, firmly and fairly.
11. Pupils with special educational needs make good progress in this calm atmosphere and know that they will be able to take a full part in the life of the school, accepted by all pupils regardless of language or physical problems. As pupils go up the school there are opportunities for taking on responsibility, such as running the crisp stall during morning playtime, helping to set up equipment for music lessons or assemblies, and organising the storage and distribution of lunch boxes. They carry out these responsibilities well, and at the top of the school take part in peer mediation training, which has made an important contribution to pupils' ability to see their own part in school life and how to settle problems developing in the playground. They also help to set up the rules displayed in each class and take part in the 'House Point' system with enthusiasm.
12. Since the last inspection reports, attendance has fallen to below average, which reflects a small minority of pupils' home circumstances rather than an unwillingness to come to school. One pupil, a traveller, is absent most of the time. Most pupils like school and make friends easily. They appreciate the success of their friends and look after them if they are hurt or ill at school. Although sometimes careless about litter during the day, pupils respect school property and treat resources carefully. They respond to good teaching and their concentration and listening skills improve as they go

up the school. They take advantage of after-school activities and during the inspection week came in with their parents to choose books at the National Book Sale.

13. Since the amalgamation, pupils have shown that the increased stability and continuity in their education has allowed them to go forward with confidence on the single site. They understand the importance of good behaviour and have retained the standards which previous inspection reports identified as strengths of the schools.

HOW WELL ARE PUPILS TAUGHT?

14. Teaching and learning are good throughout the school. Of 72 lessons seen, only three were unsatisfactory. Sixty per cent were good or better, and 18 per cent, nearly one lesson in five, were very good. All teachers at Key Stages 1 and 2 were observed teaching well. The best learning takes place in the Year 2 class and the Years 5 and 6 class, and teaching in both these classes is consistently good or very good in all areas of the curriculum. The newly qualified teacher in Year 1 shows great promise. Several other teachers delivered a high proportion of good or very good lessons.
15. At the Foundation Stage, no lessons were unsatisfactory, but only one lesson was very good, and teaching and learning were satisfactory overall. However, it is clear from the analysis of children's work and from the progress they make in the Foundation Stage that teaching and learning over time are good. One possible explanation for the sometimes rather uninspiring teaching observed at the Foundation Stage is that the inspection process itself caused the teachers to be too cautious in their approach in case something went wrong in front of inspectors. Teaching and learning at Key Stage 1 are good. No lessons were less than satisfactory, and over two thirds were good or very good. The three unsatisfactory lessons were all at Key Stage 2. However, over 60 per cent of lessons here were good or very good, and teaching is good overall.
16. The unsatisfactory lessons were in design and technology, physical education and religious education. The first two lessons were given by a temporary teacher from a commonwealth country where there is a different curriculum. There was some doubt about the teacher's own knowledge of the best ways of teaching the two subjects, and classroom organisation and management, of what can be quite a difficult class, were unsatisfactory. This same teacher delivered good, lively, interesting lessons in English, where personality was used well and organisation was good. In the religious education lesson, the teacher had planned to use group drama to bring alive to pupils what went on at the last supper. This empathetic approach had worked well in a previous lesson on Islam, but the character of Jesus was given all the good lines, so pupils bickered over who would be Him. The teacher realised that the lesson was going nowhere. Quite rightly, and quite bravely in front of an inspector, she stopped the lesson and reorganised the class back on the mat in order to curb the developing bad behaviour. This worked well, but, overall, there was little learning in the lesson, so the lesson itself was unsatisfactory. This was a good example of a teacher not being put off trying something different and exciting just because she was being observed. Unfortunately, the lesson was rather over-planned, and the teacher did not react soon enough to her realisation that it was not working as she had intended. This same teacher was observed delivering three good, and two very good, lessons in other areas of the curriculum, and it was obvious from this, and from an examination of pupils' work and records, that this lesson was not typical of her teaching.
17. Very good lessons were seen throughout the school. They showed good planning, high expectations of what pupils can achieve, interesting content, and a good pace. Teachers showed a good knowledge of each pupil and consequently directed the work

at different levels. Good class organisation and management in these lessons, with pupils knowing exactly what they had to do, led to an overall calm, purposeful atmosphere where everybody worked hard. Pupils were productive and interested, acquiring new knowledge and skills, developing ideas and increasing their understanding. In a very good literacy lesson in a reception class, the teacher was secure in her knowledge and understanding of the Early Learning Goals for young children. A very clear explanation of what the children were required to do made very good use of opportunities to emphasise sounds in simple words like 'pot'. Children were confident in writing letters in the air and readily volunteered to write them on the board. They listened attentively and willingly responded to well-directed questions. In group work, each supervising adult had written expectations from the teacher of what the children should achieve. The clear learning objectives of the lesson were pursued and reinforced throughout. In a very good, enjoyable, active music lesson at Key Stage 1, the teacher's lively style and very good subject knowledge boosted the enthusiasm of pupils and kept up a very good pace of learning. Consequently they remained attentive and ready to participate, singing very well and in tune, and maintaining a good rhythm when accompanying their songs on percussion instruments. In a very good, brisk, Key Stage 2 lesson on area and perimeter, the teacher used her very good subject knowledge to make mathematics fun. Very clear explanations ensured that pupils understood what they had to do, and they responded by working hard and making very good progress.

18. At both key stages, teaching and learning are good in English and mathematics, with teachers having a good knowledge of phonics and other basic skills. In science, teaching and learning are satisfactory at Key Stage 1 and good at Key Stage 2. No judgements could be made in art, or in design and technology, as too few lessons were seen, although art teaching must be at least satisfactory for pupils to produce satisfactory and often good work in the use of colour and in a variety of different media. In physical education, teaching and learning are satisfactory overall, and good, and sometimes very good, in dance. In the other subjects, teaching and learning are good at both key stages, and in music they are often very good. Teachers plan well to ensure that the learning of basic skills in literacy, numeracy, and ICT is supported well in other lessons.
19. Pupils with special educational needs are supported well, and teachers plan effectively to meet the individual needs of these pupils. Good effort is made to include all pupils in oral sessions by appropriate questioning. Pupils with emotional and behavioural difficulties are managed well. The consistently calm yet firm approach enables these pupils to make good progress. Effective liaison between class teachers, the special educational needs co-ordinator and support staff ensures appropriate support and challenge for these pupils to make real progress.
20. The use of homework is satisfactory. The amount required increases each year, and includes regular reading for every pupil throughout the school. Spelling, and the learning of multiplication tables, or addition and subtraction facts for younger children, are regular constituents. As pupils get older they are expected to do more formal work, such as finding out about a particular topic, writing a poem, or finishing off some writing. Marking is satisfactory, is completed conscientiously and gives encouragement. Some marking is very good, in that it gives ideas for improvement and short-term targets for pupils, and the encouragement given is specific, rather than just "well done" or similar. For example; one Key Stage 2 teacher wrote "You need to remember full stops and also go through the story and put in speech marks where appropriate". Not all teachers mark as well as this.

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

21. The quality and range of learning opportunities provided for all pupils are satisfactory. The school's curriculum meets the statutory requirements of the National Curriculum. Since the amalgamation of the two schools, many policies have been revised, including those for sex education, and for personal, health and social education. The curriculum for the Foundation Stage is now planned in line with the Early Learning Goals. Recent developments in the curriculum planning have been based on the revision of the National Curriculum introduced in September 2000. To assist in the developing the planning for subjects other than English and mathematics, the school is in the process of adapting the national guidelines from the Qualifications and Curriculum Authority (QCA).
22. Since the amalgamation of the two schools, staff have worked hard and effectively to bring about enriching developments in the curriculum, which is now appropriately broad, balanced and relevant to meet the needs of all the pupils. The balance is supported well by the careful allocation of time to subjects. The school has given a particular emphasis to written English, and to a lesser extent to mathematics, and the National Literacy and Numeracy Strategies have been enthusiastically and successfully introduced. This has had positive results in enhancing pupils' skills and interest in literacy and numeracy.
23. There is very good provision for pupils with special educational needs, which fully complies with the Code of Practice. The special educational needs co-ordinator works closely with teachers, support staff and parents to support the effective learning and progress of these pupils. Individual education plans are detailed with suitable, achievable targets identified to help pupils. Pupils with special educational needs have very good support in class and are fully involved in all aspects of school life. Withdrawal sessions for these pupils are suitably planned so that they have full access to all subjects of the National Curriculum.
24. The school provides a satisfactory range of opportunities for pupils to take part in extra-curricular activities. Although many cater for older pupils, care is taken to provide some for younger pupils in Years 2 and 3. Football, table tennis, netball and rounders are clubs open to boys and girls after school. Indoor clubs include recorders, chess, mathematics and drama. The dance group performed at the Theatre Royal last year.
25. The school works hard, and very successfully, to ensure that there is good equality of opportunities in the school policies and practices so that all pupils to enjoy equal access to the range of the school's curricular and extra-curricular activities. There is wheelchair access to all parts of the ground floor. Pupils themselves are encouraged from a young age to have respect for other pupils and to be welcoming. Class teachers organise lessons to ensure that those pupils who are away from their class from time to time for additional support do not always miss the same type of activity.
26. Provision for pupils' personal, social and health education is satisfactory overall, and pupils gain much from lessons such as circle time and religious education. Year 6 pupils also benefit from the visits by the Myrtle Drugs Project, who lead drama sessions in school.
27. The provision for pupils' spiritual, moral, social and cultural development is good overall. Spiritual development is promoted satisfactorily in the well-structured daily acts of worship. In some lessons, teachers provide opportunities for pupils to share some

of their inner thoughts and feelings. Year 6 pupils were quiet for a few moments as they were asked to think of someone precious to them. They were then invited to share their thoughts if they wished.

28. The provision for pupils' moral development is good, and is inherent in the life of the school. Pupils are helped to distinguish right from wrong in various ways. Pupils in each class discuss and post their class rules. Pupils are encouraged to have a concern for others, inside school and without. In the spring term there is a fund-raising effort for Dr Barnardo's, or Save the Children. Since the time of the amalgamation, a child in Pakistan has been sponsored via Action Aid.
29. Very good provision is made for pupils' social development. All staff, teaching and non-teaching, work hard through the school to promote this. In lessons such as geography pupils often work together in small groups. Pupils are also given responsibilities as monitors, such as for registers and sandwich boxes. Older pupils also help to organise music in assembly, and to organise the peer mediation services in the junior playground - the 'Sort Out Squad'.
30. Overall the cultural development of pupils is satisfactory. They take part in the annual Patchway Festival, and Year 2 pupils join in the local music festival. In religious education, pupils develop an appreciation of differing cultures and traditions. However, there is little evidence of knowledge of wide ranging cultures throughout the world in subjects such as art and music, and insufficient reflection of cultural diversity within the United Kingdom.
31. The school has satisfactory links with the community. Local clergy contribute on a weekly basis to school assemblies. Pupils from school get involved in planting with the local Patchway conservation group, and take part in writing and art competitions organised at the local supermarket. The school has good relationships with other educational institutions, including cluster schools, and Patchway High School. Also, the school has very effective links with the University of the West of England and, during the inspection, student teachers spoke very highly of the support they received from the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school has made the care of all pupils a priority during the amalgamation process. The health and safety issues arising from previous reports have all been addressed. Security has been improved on the site and, although funds have not yet been forthcoming for rewiring the old building, circuit breakers have been installed. The building is in a good state of repair and provision for school meals is good. The headteacher and governors are involved in a programme of regular risk assessment and fire procedures are properly organised.
33. Child protection procedures are in place and the named person, the headteacher, has recently had updated training. There are considerable changes in the structure of the supporting outside services and, although the school currently keeps accurate records and operates an open door policy which makes staff accessible to all families on a daily basis, it is essential that training to alert all staff to these changes is accelerated.
34. The school's positive behaviour policy, although not yet formulated for the whole school, has encouraged pupils to feel good about themselves, consider other people's feelings and play a positive part in the school community. As a result, behaviour in class and around the school is good. Attendance registers are filled in carefully by

class teachers but the school has not yet computerised the registration system and has not been able to isolate and tackle the issues which give rise to below average attendance.

35. Staff know their pupils well and are able to monitor their progress and give good, informal, personal support and guidance. The annual reports, which have greatly improved since the last inspections, are set out well and include personal targets as well as a summary of what pupils have achieved during the year. Good procedures for checking on pupils' attainment and progress have been developed since amalgamation. These records are especially strong in relation to English and mathematics, as the practice of systematic recording has been introduced and adopted by the whole staff. The results of national tests in Year 2 and 6, and of other non-statutory national tests in Years 3, 4, and 5, are checked to identify areas for improvement, and to ascertain how pupils can best be supported in their learning. Assessment data is used for target setting in literacy and numeracy for individual pupils. Pupils know what the targets are, and thus have feedback to help them know how to improve their own learning.
36. The assessment co-ordinator works well to ensure colleagues are knowledgeable about the school's systems for assessing pupils' performance. In previous years, teacher assessment at Key Stage 1 has not always been accurate. However, guidelines and proformas for assessing work have recently been introduced for all staff. The school plans to extend these good practices of assessment and recording now in place for English and mathematics to other subjects in the curriculum.
37. Early identification of pupils with special educational needs ensures effective support that successfully promotes good pupil progress. Pupils with special educational needs receive very good quality support either in class with work that is appropriately planned for them, in small groups working on basic skills, in literacy groups, or through a very focused individual pupil session. This enables pupils to make good progress in their learning. Effective use is made of daily assessments to plan the next step in learning. Generally, there is good liaison with external special educational needs support staff and other agencies. However, provision for support from a speech therapist identified in some Statements of Special Educational Need is not met despite frequent requests by the school. Teachers continually assess pupils with special educational needs to ensure that work planned is sufficiently focused to enable pupils to make good progress. Appropriate half-term reviews of individual education plans and annual reviews of Statements of Special Educational Need give general, long-term individual targets that are subsequently defined in suitable, achievable learning steps, used by teachers to support planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. During the amalgamation the school has worked hard to maintain an effective partnership with parents. It has been successful in retaining the support of the vast majority who praise the success of the amalgamation and are adamant that it has improved standards and behaviour. Parents, rightly, are satisfied with their children's education. A small number of parents make an important contribution to this. They serve as governors, they come in to school as classroom and mealtime assistants, they work hard to raise funds through the Parents' and Friends' Association and they take an interest in their children's education at home, fulfilling the obligations of the home-school contract and supporting their children's progress through the homework/reading diaries. Some also help with sport and act as escorts on outside visits.

39. The school prospectus is set out well and provides parents with a full picture of the aims of the school and the curriculum it offers. Once enrolled in school, pupils are given weekly newsletters informing parents about school events and an annual governors' report which fulfils all statutory requirements and gives a brief overview of school activities throughout the year. Pupils' annual reports have been improved since the last inspections and now give more emphasis on target setting and parental involvement. There are termly parents' meetings when parents can come in to discuss their children's progress, and staff are always available at their classroom doors at the beginning or end of the day for a quick discussion about any immediate problems.
40. The school accepts that many working parents find it difficult to become involved in their children's learning at home but is making every effort to make the home-school contract a true partnership which will improve attendance and punctuality and encourage further involvement in the effort to raise standards.
41. Parents of pupils with special educational needs are fully involved in discussions about their children's progress, half-term reviews of their individual education plans and, where necessary, annual reviews.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The leadership and management of the headteacher and senior staff are very good. The highly competent and hard-working deputy headteacher works particularly well in close partnership with the headteacher to produce very strong leadership. At the amalgamation of the old infant and junior schools in 1999, the headteacher set about a good, systematic programme of introducing school-wide policies and systems. These included the monitoring of teaching and learning, teachers' planning and pupils' work; tracking of all pupils in English and mathematics; setting targets for teachers and for groups of pupils and individuals; and annual staff appraisal. The amalgamation itself was managed very well, and the school now works as a single entity after a very short period of time. Parents, staff and governors all agree that it was a good move for the school and has benefited pupils' learning. Inspection evidence supports this, as it has produced a smooth, stress-free and easy progression for children who now enter the nursery and can feel secure in a single, caring environment for the next eight years.
43. Staff appraisal is linked well to lesson monitoring and staff development. Staff training takes account of individual needs and is also tied to the good school development plan. This plan is comprehensive and sensible, identifying appropriate priorities and targets, taking the necessary action and reviewing progress effectively. The school was well placed to initiate the new government requirements on performance management, and has made good progress with it. Data on the school's performance is analysed well, and used to produce realistic and challenging targets. The school takes appropriate action for the targets to be met.
44. Since the amalgamation, there has not been time for every document to be rewritten or every initiative to be carried through. Although the delegation of responsibility is generally sound, there has been a problem with the co-ordination of science since September 2000 as the co-ordinator has been unwell. At present the deputy headteacher is standing in, and doing a sound job, but the situation is unstable and needs resolving. The Key Stage 1 co-ordinator, as deputy headteacher of the old infant school, informally took over management of the Foundation Stage. Leadership here is not structured highly enough. The running of the school office is not yet efficient enough. The governing body contains a large number of inexperienced people, and will

take some time to become highly knowledgeable, although some members, including the chair and the chair of the finance committee, are already highly experienced. Newer members are committed and enthusiastic, and one has attended no fewer than 13 training courses in the past year and a half. In this way the governors' role in shaping the direction of the school is getting stronger.

45. The structure of the governing body is sound, with committees reporting to the full body and individual governors overseeing subjects and aspects of the school. Statutory duties are fulfilled, and governors have a satisfactory knowledge of the school's strengths and weaknesses. Overall, the governing body is effective in fulfilling its responsibilities, and has the potential to be very effective.
46. Funds and resources for special educational needs are used effectively. The co-ordinator for special educational needs does not have the responsibility of a class. So, although she works only on a part-time basis, she is able to concentrate her efforts on supporting these pupils. This is proving to have a very positive impact on pupils' learning, where good progress is made and pupils grow in confidence and self-esteem. The co-ordinator for special educational needs is very conversant with the Code of Practice and relevant procedures. Documentation is very well organised, up to date and easily accessible. Support staff and assistants are effectively deployed and know their responsibilities. They are well qualified and make a significant contribution to the progress of pupils with special educational needs.
47. Teaching staff are well deployed and, overall, the qualifications and experience of staff match the demands of the curriculum. Newly qualified teachers are supported well but there is no policy for the induction of staff new to the school. Initial teacher training is well supported, and the school takes a large number of students every year. At the time of the inspection, a final-year student, who had done her teaching practice at the school and was returning voluntarily one day a week, reported that her support from the school had been excellent.
48. The accommodation is very good and has largely come about from the amalgamation of the previous infant and junior schools. The entrance to the new school has been built in the space between the old schools. This has had the effect of creating, not only a very airy library, but also a very effective centre to the school, uniting not only the buildings but also the staff. The old schools had a very good range of facilities between them, including two halls and two food preparation areas, one of which has been converted. There are now practical resource areas for art and design, and also for design and technology. There are roomy classrooms, a music room and a computer suite, although the room in reception classes is no better than adequate. The grounds are spacious with sufficient space for sports pitches, hard court areas and environmental areas. There are fenced play areas not only for nursery children but also for reception pupils. In the Key Stage 1 and Key Stage 2 playgrounds there is a pagoda and seating for pupils who do not wish to be active during break times and would rather sit and talk or play the board games inlaid on the tables.
49. Learning resources are satisfactory overall. They are good in ICT, art, design and technology, and physical education. They are satisfactory in the remaining subjects. However, although there are some reference books in classrooms, there are insufficient reference books in the library to support pupils' research skills, and there is a general lack of classic children's literature.
50. Having completed the majority of the huge task of amalgamating the two schools, the headteacher and governors work hard to ensure that financial planning is good and that

the best use is made of all available funding. Additional grants are wisely spent. Financial records are up to date and have been approved by the auditors. There was a large carry-forward at the end of the last financial year, partly because of the building work, which was running late, and partly because the budget was for seven months only, so some money was spent later. The carry forward was a sensible decision in the light of circumstances. The budget is well managed and careful consideration is given to the purchase of resources, with large items of expenditure put out to tender and the principles of best value adhered to. The school is, however, aware that the day-to-day administration in the school office needs to be reviewed in order to improve access to information for staff and governors to inform their financial and curriculum planning and release the headteacher from the necessity of any office supervision which the previous infant school report had judged to be an inefficient use of time. Currently clerical staff hours are slightly below average for schools of a similar size. Office ICT resources are due to be replaced.

51. The expenditure per pupil is about average for the local authority. In view of the consistent rise in standards achieved as pupils go up the school and the good provision for pupils with special educational needs, it gives good value for money. The school's aims and values are well reflected in its work, and there is a very good, shared commitment to improve and capacity to succeed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to improve further, the school needs to:

- (1) Further improve standards in English, mathematics, science, ICT and design and technology by:
 - extending the school's successful initiative on writing to include reading, and speaking and listening; (paragraphs 3, 72, 73)
 - placing more emphasis on scientific enquiry and mathematical investigation and problem solving; (paragraphs 4, 5, 85, 91)
 - accelerating the introduction of the ICT scheme of work for pupils in Years 5 and 6; (paragraphs 6, 113, 116)
 - placing more emphasis on the recording of the design-make-review process in design and technology at Key Stage 2. (paragraphs 6, 102)
- (2) Extend the very good assessment procedures in English and mathematics to other areas of the curriculum, particularly to science and ICT. (paragraphs 36, 79, 88, 96, 106, 116)
- (3) Place more emphasis on multi-cultural education, in order to equip pupils to take a fuller and more informed part in our multi-cultural society. (paragraphs 30, 110)

OTHER THINGS THE SCHOOL SHOULD CONSIDER

Explore ways of improving attendance. (paragraph 12)

Delegate the permanent management of science quickly to a competent co-ordinator. (paragraphs 5, 44, 96)

Re-organise management of the Foundation Stage to give clearer formal direction. (paragraphs 44, 69)

Re-structure day-to-day administration in order to improve efficiency. (paragraph 50)

Place more emphasis on the presentation of pupils' written work. (paragraphs 7, 75)

Share the very good practice in marking, evident in analysing the work of some classes, and make this a school norm. (paragraphs 20, 77)

Accelerate staff training in child protection. (paragraph 33)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	42	36	4	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)	30	285
Number of full-time pupils known to be eligible for free school meals	n/a	74

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	15
Number of pupils on the school's special educational needs register	15	97

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	7.0
National comparative data	5.2

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	19	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	16
	Girls	15	17	17
	Total	28	31	33
Percentage of pupils at NC level 2 or above	School	76 (n/a)	84 (n/a)	89 (n/a)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	15	17	18
	Total	28	31	32
Percentage of pupils at NC level 2 or above	School	76 (n/a)	84 (n/a)	86 (n/a)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	15	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	10	9	14
	Total	19	18	24
Percentage of pupils at NC level 4 or above	School	66 (n/a)	62 (n/a)	83 (n/a)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	11	10
	Girls	7	8	10
	Total	14	19	20
Percentage of pupils at NC level 4 or above	School	48 (n/a)	66 (n/a)	69 (n/a)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	217
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	2	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)	12
Number of pupils per qualified teacher	22.1
Average class size	26.5

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	198

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	3
Total aggregate hours worked per week	65

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income (Sept 99 – Mar 00)	375,935
Total expenditure	394,984
Expenditure per pupil	1,396
Balance brought forward from previous year	67,600
Balance carried forward to next year	48,551

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	325
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	3	0	0
My child is making good progress in school.	49	49	1	0	0
Behaviour in the school is good.	51	40	3	1	4
My child gets the right amount of work to do at home.	28	46	13	3	9
The teaching is good.	60	39	1	0	0
I am kept well informed about how my child is getting on.	45	39	9	4	3
I would feel comfortable about approaching the school with questions or a problem.	60	39	1	0	0
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	42	46	9	3	0
The school is well led and managed.	54	40	3	1	1
The school is helping my child become mature and responsible.	45	49	4	0	1
The school provides an interesting range of activities outside lessons.	24	37	21	1	16

Other issues raised by parents

The parent-teacher association is successful, but depends on only a few dedicated parents, and more help is needed.

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

Attainment

53. The early years education provided in the nursery and reception classes is satisfactory. Children attend on a part-time basis in the nursery starting in the September after their third birthday and remain in this class for the whole year. They enter the reception classes for full-time education the September following their fourth birthday. Fifteen children in the nursery have been identified as having special educational needs and 14 in the reception classes.
54. Although teaching during the inspection was in the main satisfactory, analysis of children's work shows that over time teaching is good and is having a positive effect on learning. Teachers have a clear understanding of the Early Learning Goals and plan a suitable range of interesting activities that reflect the six areas of learning in the Foundation Stage. However, specific learning outcomes are not always identified to ensure a clear and effective learning direction for children. To develop an awareness of progression of skills in the Foundation Stage is a focus identified in the school's staff development programme.

Personal, social and emotional development

55. The well-organised induction procedures ensure that most children enter the nursery and reception classes with some measure of confidence. Children make good progress in personal, social and emotional development although attainment at the end of the Foundation Stage remains below the expected levels. All staff work very well together and provide good role models for the children, treating each other and the children with courtesy and respect. Perceptive use of praise and encouragement gives children a positive feeling of self-worth and pride in their achievements.
56. In the nursery, children are learning to work and play together, although many children indulge in solitary play, failing to interact with others who are involved in the same activity. Most children choose learning activities independently and are beginning to help tidy away efficiently. The majority of children demonstrate limited powers of concentration, unless they are interacting with staff. Children are unclear about what is expected of them in some activities so perseverance is limited. Opportunities are sometimes missed to further develop children's personal and social skills such as fetching their own coats and dressing ready to go home, and having suitably planned social interaction activities while waiting for parents to collect them.
57. In the reception classes, children show increasing confidence and developing independence. They are beginning to work well together; for example, when using the computer or modelling with salt-dough. Children are developing positive attitudes to learning and settle promptly to self-chosen and teacher-directed tasks. Most of the children happily work alongside others rather than with them. Most take turns and are developing an understanding of right and wrong. The majority of reception children are at ease with the daily routines of school life, as when joining with school assemblies or preparing for, and having, lunch. Children with special educational needs make good progress in this area of learning.

Communication, language and literacy

58. A significant number of children have poor language skills on entry to the nursery. Progress is good but by the time they are five, few children have reached the expected level in this area of learning.
59. In the nursery, many children are unable to express themselves by using complete sentences. Many do not pronounce words correctly and are difficult to understand. They are beginning to listen to short stories but have difficulty in giving coherent answers to questions. Children listen for short periods but are generally fidgety, and a significant minority find it very difficult to sit and listen. All children enjoy rhymes and songs and most join in enthusiastically. They are given frequent opportunities to talk, extend their language skills and express themselves through conversation. Children's writing is in the early stages of development but they have a growing understanding of the purpose of writing and know that marks on paper communicate meaning.
60. In the reception class, children are beginning to listen for sustained periods and participate in question and answer sessions with growing confidence. A good understanding of phonics is developed through effective teaching guided by the Jolly Phonics programme. Most children can name some sounds in words they use frequently, and confidently demonstrate their expertise by writing specific letters on the whiteboard. Children enjoy sharing a book demonstrating an eagerness to read and pride in recognising some initial letter sounds. Through the regular changing and choosing of their own books for the class from the school library, children have a growing understanding of fiction and non-fiction books. They are familiar with the terms 'author' and 'illustrator' and most children can explain what they do. Most children can write their name unaided and are beginning to copy under, or from, teacher's writings. Supplies of paper, pens, crayons and pencils are available and children readily use them.

Mathematical development

61. Children's mathematical understanding on entry to the nursery is very low. Through a good range of suitable, first-hand, practical activities children make good progress in their understanding of number. Purposeful, practical play activities, like sorting shapes by colour or shape, are available to support children's progress. However, when specific learning outcomes are not always clear, opportunities are not used effectively to consolidate or extend children's learning. Children join in a range of number rhymes and action songs such as 'Five Currant Buns in a Baker's Shop' using role play to support their counting up to five.
62. Children continue to make good progress in the reception classes, although a significant number are not ready to begin the National Curriculum at the end of the Foundation Stage. The children practise counting, matching and sorting as a class and in class groups. Teachers make good use of a number line to enable children to sort and match pairs of socks by size and pattern. Good emphasis is made of specific mathematical vocabulary the teachers wish the children to learn. The majority of children understand the terms 'same', 'small', 'large', 'medium', 'size', 'different' and 'pattern'. Children are beginning to use their fingers to count but have difficulty in counting how many pairs of socks are on a line. They are familiar with pictograms and, with support and guidance, can collect evidence and record by ticks in the correct columns. The systematic development of skills is not always sufficiently detailed in teachers' plans to support learning through suitable, achievable learning steps. Appropriate use is made of the computer to consolidate learning. During the time of the

inspection two children were generally successful when matching numbers to ten. Many children can identify a square and a circle, and the more able, a triangle and a rectangle. Good interactive displays effectively support children's understanding.

Knowledge and understanding of the world

63. Nursery children have a suitably wide range of practical experiences that effectively develop a growing awareness and knowledge of the world around them, although their standards remain below those expected. Opportunities to investigate construction materials are appropriately provided where children can select appropriate resources and initiate projects of their own, such as playing with construction kits and investigating how vehicles move. Children are encouraged to learn by the direct use of their senses. Adults use effective questioning techniques to extend their thinking. For example, children consider the feel of corn flour and how it changes when water is added. They are encouraged to consider the different consistencies and what they feel like as more water is added. Children use the computer to listen and watch a story unfold. They use the computer mouse successfully to move the story on. On occasions the selected program is not suitable for these young children: for example, matching words that are written in capital letters.
64. Reception children make sound progress through effective teaching in this area, but standards remain below those expected. Children have a growing awareness of the needs and growth of living things through observations of tadpoles and planting and growing bulbs, beans and cress. With support, children make suitable records of their observations. They learn to recognise change over time and are becoming aware of a simplistic life cycle of a flowering plant. Celebrations of Harvest, Halloween and Christmas introduce the children to the wider world of their own and other traditions. Children know about their immediate surroundings and develop a sense of location and direction. A satisfactory sense of time is developing through children's progress in knowing the daily routine. They use computers confidently to support their work in mathematics. Children can use the computer mouse with an appropriate degree of accuracy to move the pointer and click to match numbers and answers.

Physical development

65. Progress in physical development is good overall. In the nursery, regular use is made of a secure outdoor area where children are learning to control wheeled vehicles and negotiate space with an awareness of others. They respond appropriately to instructions to stop and follow the guidance of the teacher. Children are confident. Development is not sufficiently supported by well-judged intervention of adults to directly teach strategies to improve control and movements. Ideas are given, such as for when playing as a group with the large barrel, but insufficient consideration is given to developing physical skills.
66. An outdoor area for the reception classes is now secure, but still in the stages of development. In physical education lessons in the hall, children move freely with pleasure and confidence. They experiment with different ways of moving and control their bodies well. They show increasing co-ordination and respond quickly to teacher's clear instructions. Teachers manage children effectively, and successfully use praise and encouragement to promote improvement in movement. Children handle pencils and crayons with increasing control. They use scissors, usually with adult support. A significant number experience limited control or effective use of scissors. Children use malleable materials safely and with increasing control. They can roll and pull salt-dough into long, medium and short sausage shapes.

Creative development

67. Children have a suitable range of opportunities to develop their creativity but by the end of the Foundation Stage overall attainment is below what is normally expected of children of this age. In the nursery, children experience a suitable range of techniques and media such as paint, pastels and modelling materials. They show a developing confidence in the use of their observation skills when, with support, they show the details of a shoe. Opportunities are available for exploring colour and creativity. Paintbrushes are not used correctly when children are not under the guidance of an adult. Through purposeful mark-making with paint, children attempt to copy Van Gogh's Sunflowers. The systematic development of creative skills is not sufficiently focused in teachers' planning.
68. Reception children use a suitable range of techniques and media, increasing their confidence and skills. Teachers prepare resources well so that children have access to a range of suitable media to express their own ideas. This was apparent in children's responses to quiet and loud music, and their effective use of suitable colours and tabletop print techniques. Children confidently use pastels and draw good representations of daffodils growing in a pot. They are developing an awareness of colour associated with the seasons. Insufficient opportunities are available for children to develop their own creative skills through regular free painting. Children have appropriate opportunities to explore the qualities of untuned instruments, although this was not directly observed. A suitable range of opportunities are provided to encourage imaginative role play. However, all children observed using the shoe shop or the garden centre engaged in personal activity. None developed a group activity with several roles.
69. There is no co-ordinator in place that has a specific focus on the Foundation Stage. Teaching and support staff work well together as a team, planning suitable experiences that encompass the Early Learning Goals and meet the class term targets. They have sound knowledge of the learning expectations of these young children. However, planning is not always sufficiently focused on specific, achievable learning steps to promote children's understanding and ensure good progress. Suitable assessment procedures are in place and are being refined in line with the development stages of the Early Learning Goals. Teachers know their children very well and prepare suitable activities to take their learning forward. Children with special educational needs have very good support and make good progress through their individual programme of development.
70. The purpose-built nursery provides ample room for class, group or individual activities using a suitable range of resources. It is light and airy with plenty of room for children to move without disrupting others. Children feel happy and secure in their environment and show a growing independence. The size of reception classes is limiting for the expected movement and activities of the children. Teachers make suitable use of the available space. All areas are adequately resourced although some resources in the reception classes are old and well worn. The outdoor area is being developed for reception children to have suitable wheeled toys and large construction equipment to support regular opportunities for vigorous, imaginative play.

ENGLISH

71. In national tests for 11 year olds in 2000, attainment was below the national average, and in line with the average for schools with similar numbers entitled to free school

meals. In the 2000 national tests for seven year olds, attainment in reading was well below average both nationally and in comparison with that of similar schools. In writing, attainment was well below average nationally, and below the average of similar schools.

72. In the 2000 tests for seven year olds, the number of pupils reaching or exceeding the expected Level 2 was well below the national average in reading and below average in writing. The numbers reaching the higher Level 3 was well below average in reading and average in writing. In the 2000 tests for 11 year olds, the number of pupils reaching or exceeding the expected Level 4 was well below the national average, but the number reaching the higher Level 5 was in line with the national average and above the average of similar schools. These figures suggest a pattern of good progress. Those who are more able are being stretched, but there is a long tail of less able pupils with a high percentage with special educational needs, and these pupils find it difficult to reach expected levels. Inspection evidence supports this. Pupils' attainment on entry to the Foundation Stage is well below average, and they make good and steady progress throughout the school, moving on to secondary school still below the national average. Pupils are generally better at writing than at reading when compared with schools nationally.
73. In speaking and listening, pupils' attainment on entry is very low. By the time they reach Year 6, their listening skills are satisfactory, but they lack confidence in speaking and are still below average in the way they express themselves orally. One pupil in Year 6, who spoke no English three years ago, was heard reading. From her spoken English it was impossible to tell that she was not a native speaker, although she had some difficulty understanding colloquialisms such as "Turfed out".
74. Reading skills are below average. More able 11 year olds read with clarity and good expression, using phonics and context to work out new or more difficult words and make sense of the text. Pupils in general enjoy reading, and almost all read for pleasure, although a lower proportion than usual use the local library. Knowledge and understanding of literature are about average. Pupils in Year 6 have studied some Shakespeare and talk about Romeo and Juliet, and Macbeth. They have also studied a simplified version of Chaucer's Pardoner's Tale. 'Harry Potter' books are currently a big favourite, not surprisingly.
75. Writing skills are below average, and the school has made writing a priority. As a result of this, writing is improving, and many pupils produce good, imaginative work in creative writing. They write for a wide range of purposes; for example, letters of complaint and persuasion, obituaries, and comparisons of books and films. Pupils of all levels of ability are expected to write quite long pieces of work, and most use paragraphs correctly by the age of 11. High attainers use punctuation well, and most pupils in Year 6 use full stops, capital letters, commas, speech marks, and question marks correctly. The spelling of lower attainers is poor, and spelling is below average in general, although for a few pupils it is very good. Handwriting is neat and well formed in handwriting books, but less so in other work, and many pupils are sometimes careless and untidy in their presentation. Only the most able are using cursive handwriting by the end of Key Stage 1, although all pupils are using it by Year 4. Knowledge and understanding of grammar is below average, and some pupils are still using 'we was' in Year 6. Pupils write some good poetry for their age throughout the school, some of which has been published in Bristol schools' poetry anthologies.
76. Teaching and learning are good in every class. Of nine lessons observed, seven were good and two were very good. In both very good lessons, one with Year 2 and the other

with Years 5 and 6, the teachers used their personalities well and their enthusiasm was infectious. Clear lesson objectives were shared with pupils, so they knew exactly what they had to do. In the Key Stage 1 lesson, pupils were fascinated by a letter, supposedly from the editor of a local newspaper, asking for a character profile of the wolf they had read about the previous day. In the Key Stage 2 lesson, which had excellent pace, the teacher gave a very good explanation of the use of personal and possessive pronouns, as part of a very well-planned sequence of lessons leading on to reflexive pronouns and possessive adjectives. In both lessons, pupils worked very hard and productivity was high. Behaviour was very good, brought about by very good class organisation and management.

77. No aspect of any observed lesson was less than satisfactory. Teachers have a good knowledge of the National Literacy Strategy and plan well. They know their pupils, so they can target questions successfully. They expect pupils to work hard and make good progress. Pupils with special educational needs are supported well, so they make good progress along with everybody else. Homework is given to consolidate and extend learning. Pupils read every day, and increasing amounts of other work are given as they get older. Marking is conscientious and encouraging in general, and some is very good, giving short-term targets and ways to improve.
78. Learning in literacy is supported well in the rest of the curriculum. During the inspection, a Years 3 and 4 literacy hour was observed with geographical content - some on Mount Everest and some on Angel Falls. A Years 4 and 5 literacy hour concerned the Moslem feast of Eid ul Fitr, nicely weaving in part of the religious education syllabus. Other topics for the week were rocks, whales, making salt, and mobile phones. Outside specific English lessons there were several examples where literacy was planned into other areas of the curriculum; for example, in science lessons the correct use of technical terms is emphasised. A Year 6 geography lesson on mountain environments was used for extending research skills, with pupils summarising points for feeding back to others. Research skills are satisfactory, with all pupils knowing how to use contents and index pages by the end of Key Stage 2, although they are not familiar with the use of the Dewey library classification method.
79. Assessment is very good. From entry to the school, all pupils are regularly tested and their progress is carefully tracked. The tracking is used to predict levels that pupils should reach and to set individual and group targets, and these are constantly updated in the light of new assessment. Mixed age classes are used well to extend higher attainers and to support lower attainers. All teachers keep good records of progress in reading, writing, and speaking and listening. Successful booster classes are provided in Year 6 in order to increase individual attainment.
80. The hard-working and effective co-ordinator recently took over responsibility from the deputy headteacher, who had done a good job standing in for the previous co-ordinator, who was on maternity leave. Between them, they have effectively introduced the National Literacy Strategy, which forms the basis of the scheme of work, with published schemes used to support learning. Jolly Phonics, a system of making sounds more concrete and memorable by the use of gestures, is well used in infants and with special educational needs pupils at Key Stage 2. Classes have a good supply of books. The new library is a light and extremely attractive area where pupils enjoy learning. There is a shortage of works of classical children's literature in the library, and of reference books.

MATHEMATICS

81. In the National Curriculum tests for which comparative data is available, attainment in the 2000 tests at the end of Key Stage 1 was well below the national average, and performance was below average in comparison with schools in similar contexts. At the end of Key Stage 2, attainment was broadly in line with the national average and above the average in comparison with schools in similar contexts. In the lessons observed and work scrutinised, pupils at Key Stage 1 achieve standards just below national expectations, with a minority of pupils in line. Pupils in Key Stage 2 achieve standards broadly in line with national expectations.
82. The school has placed appropriate emphasis upon the introduction of the National Numeracy Strategy in its curriculum planning and there is evidence of an improving picture in both key stages, particularly in pupils' ability to use a range of mental strategies to find answers. In both key stages there is good provision in mathematics for pupils with special educational needs, and they make good progress according to their individual needs.
83. As pupils enter the school their mathematical skills are generally well below average, and in some cases very poorly developed. Teaching concentrates upon number and developing essential skills in using mathematical language. In Year 2 most pupils have a sound understanding of the place value of two digit numbers and are beginning to use their knowledge to partition and recombine numbers as another way to add. Year 1 pupils are confident in working independently on simple subtractions. The most able are quite adventurous when devising their own subtraction pyramid by using two digit numbers. A significant number of pupils have insecure recording skills such as unsatisfactory formation of numbers and reversing number shapes. The more able Year 2 pupils have good recall of number and multiplication facts to 20.
84. Pupils at Key Stage 1 make good progress according to their individual abilities. However, a significant number are working below expectations. Year 1 pupils are developing their recognition of coins to five pence. The most able Year 2 pupils are beginning to count different combinations of coins to a pound. Pupils are familiar with completing block graphs as a class to show such things as which month has the most birthdays or the most common eye colour. Some pupils are beginning to explain their methods of working to the rest of the class but this is inhibited by lack of communication and language skills.
85. By the age of 11 standards are broadly average. Pupils have secure mental recall of number and multiplication facts. They quickly multiply or divide by ten, 100, or a 1000 and are secure in partitioning numbers to find answers. Most in the higher attaining group can represent and interpret grouped discrete data in frequency tables and charts. The less able confidently produce graphs from data collected on a geography visit to the local Mall shopping centre. Year 5 pupils successfully use inverse operations of multiplication and division to arrive at mental calculations, and have good recall of number bonds to 30. Scrutiny of work shows that above average and average attainers can use and understand a number of mathematical concepts and principles. Investigative work and problem-solving skills are underdeveloped in as much as insufficient opportunities are given for pupils to work independently on problem solving and mathematical investigations, particularly the higher attainers.
86. Pupils at Key Stage 2 make good progress according to their individual abilities. Pupils with special educational needs are provided with suitable work in mainstream classes that is adapted to match individual needs. Year 5 and Year 6 pupils work in classes according to their abilities. This approach has positive effects on pupils' learning and achievement. The more able pupils in Year 5 are developing the ability to find the mode

and range of a simple set of data. Pupils successfully use information technology to enter information into a database. Year 6 pupils make good progress in reading, writing and understanding frequency sentences and signs. Year 3 pupils are developing the ability to draw and interpret graphs in different scales.

87. Overall, the quality of teaching is good at both key stages. This is having a positive impact on pupils' learning. Teachers are confident and secure in their knowledge and understanding of what they teach. Relationships are good and pupils' responses valued. This effectively raises pupils' confidence and their desire to learn new ideas and skills. Specific mathematical vocabulary is used well and explained clearly where appropriate. Planning is good overall and clearly identifies the objectives to be met in each lesson. Teachers share these objectives with their pupils, which has a positive impact on their learning. Instructions for tasks are clear and good support is given to ensure all pupils know and understand their tasks. Praise and encouragement are used well to give pupils confidence to answer questions and generally raise self-esteem. Support staff are appropriately deployed to enhance learning. Good use is made of mathematics to support work in science and geography.
88. Through a whole-school approach to monitoring and assessment, the school is able to track individuals and cohorts of pupils. Records are kept up to date and data is at hand for analysis. Teachers meet regularly with colleagues to evaluate lessons and use this information in their planning. Class targets are set on a weekly basis. There is careful analysis of individual pupil's progress by teachers, and individual targets are set. Results in standardised tests and optional tests are used effectively to set school targets and to guide planning by the senior management and subject co-ordinator. Booster classes for some older pupils endeavour to raise their standards to the expected level.
89. The co-ordinator works hard to share her expertise with her colleagues to ensure there is continuity and progression of skills across the whole school. Teaching is effectively monitored to provide oral and written feedback, promoting a whole-school approach to teaching in mathematics. Pupils' books are sampled to monitor coverage and attainment, particularly across mixed year classes. Resources are sufficient to enable the numeracy strategy to be taught effectively, with the use of computers as a developing area. Teachers spend a lot of time designing and making their own materials to aid their teaching, particularly in mental mathematics.

SCIENCE

90. In 2000, pupils' standards of attainment in teacher assessments at the end of Key Stage 1 were below the national average. In the national tests at the end of Key Stage 2 in 2000, pupils' standards were above the national average and were well above average when compared with those of similar schools.
91. Currently, standards at Key Stage 1 are below expectations and at Key Stage 2 are broadly average. This change in standards from 2000 to 2001 is due to a particularly good group of pupils in 2000 and lack of coherent subject co-ordination from September 2000. Standards in scientific enquiry, which are not examined in national tests, are below expectations at both key stages. Pupils are not recording and presenting work systematically over time.
92. Year 2 pupils carry out an investigation into the effect the height of a slope has on the distance a 'car' travels when it reaches the bottom. With support, pupils are able to recognise whether the test was fair, for example, all cars need to be released from the

top and not pushed with differing amounts of force. However, Year 2 pupils' work on the identification and matching of materials to their purpose is unchallenging and at a level expected for Year 1 pupils. The vast majority of pupils produce similar work and there is an insufficient range of expectation based on pupils' prior achievement.

93. Year 6 pupils know that the spacing between the particles of a substance is different depending on whether it is solid, liquid or gas. They compare each other's lung capacity, can label the reproductive parts of a flower, and understand that when an object is still, balanced forces are acting on it. In the lessons seen pupils were challenged, but overall, as at Key Stage 1, many of the pupils produce similar work and there is an insufficient range of expectation based on pupils' prior achievement.
94. Science contributes to the development of vocabulary and the speaking and listening aspects of literacy. For example, in Year 1, when on a nature trail around the school grounds, pupils discuss growth, name parts of trees, comment on the lack of leaves and make suggestions about when these will return. In Year 4, pupils are encouraged to use science vocabulary very precisely when describing melting and solidification. In Year 6, pupils are encouraged to collaborate to record the results of an investigation into the force required to stretch an elastic band. This activity in Year 6 also supports numeracy through accurate measurement in Newtons and the systematic recording of results. The creation of graphs to compare pulse rates in Year 5, and the measuring of limbs in Year 4, also support numeracy. Pupils with special educational needs are assisted well by teachers and support staff, and make good progress.
95. Teaching and learning are good overall. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers plan using the nationally suggested scheme of work, but planning generally does not include a sufficient range of expectations to challenge the full range of ability, and insufficient emphasis is placed on the development of appropriate recording. However, teachers at Key Stage 1 use interesting methods to stimulate pupils' attention, for example, the nature walk, and manage pupils well, which ensures pupils are able to listen and take part fully in lessons. At Key Stage 2, teachers' good knowledge and understanding are used to develop pupils' understanding, for example, the emphasis on the cyclical process of melting and solidifying across a range of examples to consolidate pupils' learning. At Key Stage 2 pupils are managed well, and lessons have good pace, which maintains pupils' interest and involvement. Good teaching overall ensures pupils' behaviour in lessons and their attitudes to science are good. This enables teachers to engage pupils in a range of practical work to support their learning.
96. The lack of a co-ordinator for science to oversee the planning and assessment has had a significant effect on standards. Although teachers use a nationally approved scheme of work, there is lack of coherent planning throughout the school, particularly in developing pupils' investigative skills. Assessment procedures, although in place, are not sufficiently linked to the scheme of work.
97. The scheme of work needs to be reviewed to ensure pupils' knowledge, understanding and skills are built on systematically from one year to the next. Assessment procedures do not consistently support teachers in planning work that is clearly based on pupils' prior achievement and matched to their individual needs.

ART AND DESIGN

98. Standards in art are in line with national expectations at both key stages. By the end of Key Stage 1 pupils create water colours in the style of Kandinsky, create drawing of

day and night to support their work in science, illustrate work on the Shabbat to support religious education, and use stencils to paint and create textile squares as a contribution to a class banner. Pupils in Years 3 and 4 create good quality three-dimensional still life images to support their development in design and technology. By the end of Year 6 pupils use a range of colours and materials to demonstrate how colour can be used to emphasise perspective. These pupils also show good observational skills when combining in groups to take responsibility for painting an enlarged section of a given picture. These sections are then combined to create a corporate enlarged picture up to ten times the size of the original. This activity also makes a significant contribution to mathematics as accurate measurement and scaling is necessary for the project to be successful. All pupils contributed a clay model to celebrate the amalgamation of the infant and junior schools. Pupils experience the use of a wide range of materials; for example, pastel, clay, charcoal, water colour and recycled materials. However, the systematic use of observational drawing to develop understanding of line, tone and texture is limited.

99. Pupils' literacy is developed through discussion of their work; for example, when explaining the imagery behind the work of Magritte. Pupils use ICT to create their own pictures at Key Stage 1, and to good effect at Key Stage 2, to explore the visual effect of changing the colours in a picture; for example, to change perspective, tone or atmosphere.
100. No judgement of teaching in art is possible as no lessons were seen during the inspection. However, from the standard of work seen and discussions with staff and pupils, it is at least satisfactory. The general quality of the work demonstrates that pupils have positive attitudes towards the subject, and discussion with pupils confirms this. Pupils with special educational make good progress.
101. The school is adapting the scheme of work to incorporate the nationally recommended example from the QCA. Assessment procedures do not support the scheme of work sufficiently to enable staff to plan work that is based on pupils' prior achievement, in order to ensure that knowledge, understanding and skills are developed systematically from one year to the next.

DESIGN AND TECHNOLOGY

102. Standards at the end of Key Stage 1 are in line with national expectations, but those at the end of Key Stage 2 are below expectations. This is due largely to pupils' lack of recording and presentation skills rather than the lack of quality of the artefacts produced. While the majority of artefacts seen are of sound quality, there is a lack of use of resistant materials and the need to shape and join them. In-service training at both key stages has improved the range and quality of the artefacts created.
103. In Year 2, when making a wheeled vehicle, pupils use appropriate vocabulary; for example, 'chassis', 'wheels', 'axle', 'join', 'change' and 'adapt'. They demonstrate that they can create simple designs, list appropriate materials and tools, and explain their choices. They record their work appropriately. At Key Stage 2, pupils design and make model chairs in plasticine or recycled materials. By the end of the key stage pupils use a good range of skills to create good quality artefacts. For example, they research a variety of bowl designs before creating their own patterns, moulding the bowl in papier-mache and then applying the pattern. However, systematic recording of the process from design to evaluation by pupils is limited.

104. Design and technology contributes to literacy through speaking and listening when, for example, pupils explain the choice of different tools in Year 2. Numeracy is supported through, for example, the creation of the three-dimensional vehicles in Year 2 and when measuring and creating model Greek temples to support work in history in Year 6. Some limited use is made of ICT; for example, when pupils at Key Stage 1 design a coat for Joseph, some use the computer for their original plans. Pupils with special educational needs are supported well by teachers and support staff, and make good progress.
105. Only two lessons were seen, not enough to make an overall judgement on teaching and learning. In the more successful, and very good, lesson with Year 2 pupils, the teacher had good knowledge and understanding that ensured high expectations. She planned well to ensure adequate resources were available, and had clear objectives that were shared with the pupils. In addition, this lesson had pace that engaged the pupils' interest and involvement. Teaching in the other lesson, with Year 3 pupils, was less successful, and work was not well planned or sufficiently challenging, so the lesson was unsatisfactory.
106. Although the school is reviewing the scheme of work to incorporate the national exemplar, there is a lack of systematic assessment at the end of topics, and consequently the subsequent use of this to plan future work matched to pupils' abilities. This is a weakness in the subject, particularly in mixed aged classes. As a result, teachers do not have sufficient information on which to plan work that systematically develops pupils' knowledge, understanding and skills from one year to the next. Assessment procedures are not used consistently to plan work that is clearly based on prior achievement and matched to the needs of individual pupils.

GEOGRAPHY AND HISTORY

107. Three lessons were seen in geography, and one in history. From observation of these lessons, and from analysis of pupils' work, teachers' plans, and discussion with pupils, it is evident that overall standards of attainment are in line with those expected in schools of a similar type at the end of both key stages.
108. Pupils make sound progress in geography as they improve their basic fieldwork and map using skills, and increase their knowledge of other parts of the world and of environmental issues, as they progress through the school. Steady progress is similarly made in their acquisition of historical vocabulary and understanding, and investigational skills in history using different sources of information.
109. Pupils in Year 2 develop a sense of chronology, and of changes between the past and the present day, as they study the engineering achievements of Brunel. In discussion they show their understanding of advantages brought to travellers by the railway from London to Bristol. They can record the key changes in transport in a simple chart. Pupils in Year 4 and Year 5 both study aspects of the local area. In Year 4 the emphasis is upon the issues of local traffic calming measures. Pupils work keenly in small groups, comparing maps of 1974 and 1998 to identify differences and similarities between them. They then work together to devise a questionnaire about people's views upon the speed bumps along Coniston Road. Year 5 pupils produce graphs as they work on data collected the previous week on a field visit to the Mall. They demonstrate skills of careful and accurate collection of fieldwork information. They also understand many of the environmental advantages and disadvantages of the shopping mall development. This study usefully follows on from work in history in which they had worked with historical maps of the local area, and the Almondsbury census data for

1881. Year 6 pupils, in a lesson on mountain environments, extended their research and atlas-using skills, and their knowledge of environments. They also applied some of the 'literacy hour' approaches in presenting summary points during the plenary.

110. There was good support and involvement of pupils with special educational needs in observed lessons. The quality of teaching in history and geography overall is good. Teachers have good subject knowledge, manage pupils well, and use interesting methods, which often involve some practical activity. Many lessons involve pupils being engaged in some type of enquiry, and this addresses an emphasis recently brought in with the National Curriculum 2000. The pupils also gain greatly from the geography topics dealing with environmental change and sustainable development, and the visiting teacher promoting conservation themes. Field visits, such as to Court Farm, Weston-Super-Mare, and Swindon Steam Railway Museum, enrich pupils' learning in history and geography. They also, with the residential visit to the Forest of Dean in Year 6, help the social development of pupils. Cross curricular links are another strength of many lessons, such as the Year 5 dance lesson drawing on a history topic - the Blitz. The curriculum does little to consider ways in which these subjects can also help to promote the cultural development of pupils, particularly their appreciation of cultural diversity in this country and in the wider world. Resources are generally satisfactory. However, there are limited artefacts for use in history, and of some sets of maps at different scales, in order to provide further support for pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. Pupils' achievements in ICT are broadly typical to that found in most schools. However although pupils' achievements are improving and meet expectations at Key Stage 1, they do not yet meet national expectations across all Programmes of Study at Key Stage 2.
112. Since the amalgamation the school has given a high priority to the subject. Resources are now good with a computer suite and a computer in every classroom. The vast majority of teachers are confident in using ICT in the classroom. The school has adopted the nationally approved scheme of work and have developed procedures to monitor pupils' experience of the Programmes of Study in the National Curriculum, but have yet to develop assessment procedures to inform planning based on pupils' prior attainment.
113. Pupils in Year 2 give a programmable toy a series of instruction to move forward, back and turn to move around a floor map to a number of locations. They use a simple word processor to record sentences, and are able to edit these to embolden, underline, and italicise text. Pupils use CD-ROM to access information on, for example, animals. By Year 4, pupils can program figures to walk, turn, move left and right, and 'jump' across a computer screen. In Year 6, pupils edit data entries to a database confidently, use the internet to access information and use spreadsheets in mathematics to find the mean, mode, median and range of data. They understand the principle of AND when searching a database; for example, find how many birds are black AND lay white eggs. However pupils' ability to create multimedia presentation, monitor, for example, temperature changes over time, and control events using a computer, is below expectation.
114. Information and communication technology contributes to literacy by extending technical vocabulary; for example, 'record', 'field' and 'spreadsheet' in Year 6, and through editing of text for capital letters and full stops in Year 2. It contributes to

mathematics through the drawing of graphs, for example, the favourite pizza toppings in Year 2. In Year 4 it makes a contribution to mathematics and art through the drawing of repeating Islamic patterns. Information and communication technology also makes a sound contribution to other subjects, particularly through access to the Internet to find information on India to support geography, compose music in Year 6, and investigate the effect of changing the colours of a picture in art. Pupils with special educational needs are assisted well by teachers and support staff, and make good progress.

115. Teaching of ICT is good. Teachers' knowledge and understanding was good in the lessons seen and this ensured pupils made good progress in their learning; for example, the emphasis on technical vocabulary when teaching databases in Year 6, and in Year 2, the development of 'Repeat' to repeat a series of instructions when programming a 'Roamer'. Lessons are well planned and motivating, and when this is combined with pupils' good attitudes and behaviour, it enables pupils to achieve well. However, teachers' planning is not yet securely based on pupils' prior attainment.
116. Since the amalgamation the co-ordinator has introduced the nationally approved scheme of work. This has enabled the school to ensure that pupils make good progress through Key Stage 1. With the four years from Year 3 to Year 6 at Key Stage 2, the full implementation of the scheme of work has proved more difficult. There is a very clear development plan to ensure that each year group reaches the scheme of work's expectations by 2003, but, meanwhile, pupils in Years 5 and 6, particularly, will not reach nationally expected levels of attainment unless more is done to raise standards. Although pupils' access to the computer and what pupils have done is now recorded clearly in their files, the lack of clear assessment procedures restricts teachers' ability to plan work that builds systematically on pupils' knowledge, understanding and skills from one year to the next.
117. To improve the subject further and to ensure pupils' attainment reaches expectations in all the Programmes of Study of the National Curriculum, the development plan needs to be implemented more quickly in Years 5 and 6. Assessment procedures that can be used to plan work that is clearly based on pupils' prior attainment, and matched to their needs, should be introduced quickly and used consistently.

MUSIC

118. On the evidence of five lessons, one of which was at Key Stage 2, and from hymn singing practice and singing in assembly, it can be concluded that standards in music are in line with that expected of pupils of similar ages. Indeed some younger pupils at Key Stage 1 showed abilities in music making above expected standards.
119. Pupils have some lessons in the music room, and others in their normal classroom. They enjoy these lessons regardless of the venue. Year 1 pupils are able to recall the meaning of 'pitch', and many can sing the song 'Baa, Baa, Black Sheep' in high and in low pitch. They show very good self-discipline as they use a variety of untuned percussion instruments to maintain a steady beat in accompanying their singing. They also know the names of many of the instruments. Year 2 pupils start with beating a pulse to a 'wolf poem' read aloud by the teacher. They progress during the lesson so that in four groups they can provide a four-part sequence with a rhythmic pattern to the poem. All pupils are confident and take part with their instrument.
120. Year 4 pupils show sound progress in their singing, and in their appreciation of rhythm. After whole-class singing and clapping, half way through their lesson they divide into eight groups, with four or three per group. They then return having practised their

compositions, and some perform for the rest of the class; such as 'Twinkle, Twinkle, Little Star', with two clapping single beats, and two clapping half beats where appropriate, and all four singing the song.

121. Pupils make sound progress as they sing songs and play instruments with increasing confidence and skill at both key stages. Pupils sing well during assemblies and show a good sense of rhythm, pitch and tone.
122. The quality of teaching is predominantly good, and often very good. Lessons are generally well planned and delivered at a lively pace. Resources are used well, and teachers are able to ensure pupils curb their natural impatience to start playing their instrument until the appropriate time.
123. Pupils' learning in music is helped by having a music room, and the visiting pianist who accompanies some assemblies and the drama club. Other valuable music opportunities are provided in activities such as the recorder club, the Year 2 music festival, guitar lessons (for Year 6), and music appreciation as part of assemblies.

PHYSICAL EDUCATION

124. Pupils achieve standards in line with those found nationally at the end of both key stages. All pupils make sound progress, including those with special educational needs. However, the aspect of dance in the physical education curriculum is of a very good standard at Key Stage 2.
125. Year 1 pupils move with natural enthusiasm. They suitably change rhythm and speed in response to music, but not direction or level. Suitable effort is made to improving performance. By the end of Key Stage 1 pupils demonstrate good body control and a sense of balance on large apparatus. They are eager to display their confidence, competence and ability. Limited space is available for pupils to warm up effectively and practise skills before applying them on large apparatus as it is already positioned before the pupils arrive in the hall.
126. Within Key Stage 2, pupils generally show insufficient awareness of space in warming-up exercises. Pupils move large equipment into position with a good regard for safety. They are very confident and move satisfactorily on the apparatus, demonstrating high and low levels, and appropriate balance and co-ordination. Pupils lack sufficient control when finishing on the apparatus with the majority landing on their hands and knees. By the end of Key Stage 2, pupils demonstrate good continuous sequences with good control. They are sufficiently confident to work in pairs and try other ideas and more complex movements. Pupils make a good effort and can sustain exercise for suitably extended periods when preparing their bodies for outdoor games. Accurate passing and control of the ball was demonstrated in practising hockey skills. During a game, good defending skills and team spirit were apparent. Dance is a strong element of the physical education programme in this school. Strong movements are interpreted well in time to the music. Pupils use their imagination and well executed travelling movements to form a building, successfully incorporating the movements of a pupil in a wheel chair. Pupils at different levels make a picturesque tableau that collapses in response to the music. They work constructively in small groups demonstrating well-controlled, refined, graceful movements in a touching portrayal of evacuees leaving home. The vast majority of Key Stage 2 pupils swim the required distance by the time they leave the school.

127. The quality of teaching is satisfactory overall. In the best lessons good pace is maintained throughout, with pupils demonstrating the correct technique or movement. Pupils respond well to this and make a good effort to improve. Skills are successfully built on and pupils respond well to challenges set. Where teaching is less successful, insufficient thought and time is given to practising skills and techniques before moving on to the large apparatus. On occasions, the layout of the equipment means that some pupils are unoccupied for too long while waiting for their turn. Key Stage 1 pupils have limited experience of getting out the equipment safely. Teachers' planning is generally satisfactory. Specific learning objectives are not always sufficiently clear.
128. Resources for physical education are good for Key Stage 1 and adequate for Key Stage 2. These are suitably stored for ease of access for pupils and staff. The co-ordinator is enthusiastic, well informed and active in monitoring provision, and the quality of teaching and learning in lessons. Appropriate use is made of the QCA document as guidance for the provision for physical education. There is a range of extra-curricular activities organised by staff, such as table tennis, rounders, netball, dance and football. There are some organised tournaments that enable pupils to meet others from local schools and introduce an element of competition into their activities.

RELIGIOUS EDUCATION

129. Pupils' standards of attainment are in line with the expectations of the locally agreed syllabus at the end of both key stages. During their time at the school, pupils, including those with special educational needs, make satisfactory progress overall.
130. Year 1 pupils are knowledgeable about the Christian festivals of Christmas and Harvest. Many can recall the features of the story of Noah's Ark, and understand that the rainbow signifies God's promise to Noah that 'He would never let the flood come again'. Year 2 pupils extend their learning of other faith traditions as they talk about Judaism, with the Torah as a sacred book which includes rules for living.
131. By the end of Key Stage 2 pupils know how beliefs held by members of different religions affect some of the things they do. Year 4 pupils know about Muhammad, and some of his teachings, and the Five Pillars of Islam. Year 5 pupils are involved in simple drama as they develop their knowledge of the Last Supper and the Easter Story. Year 6 pupils visit St Chad's Church, and know about similarities and differences in the Church of England and Methodist styles of worship and church furniture.
132. The quality of teaching in the five lessons observed, which ranged from unsatisfactory to good, was good overall. Most teachers have a good knowledge of the subject. They make effective use of resources, including artefacts; of drama; and of strong links with other subjects to support pupils' learning. Sometimes pupils are given time for quiet reflection and to share their feelings. For example, Year 2 pupils were asked to 'think about others, and the world about us' as in silence they looked at the flame of a burning candle. Religious education also makes a good contribution to pupils' moral and cultural development, as they are encouraged to learn about faith traditions, and to gain insights into their ways of life and belief systems.
133. The subject is soundly managed. The recent acquisition of artefacts has contributed to pupils' learning, as do the visits to St Chad's Church. The curriculum is being developed as teachers adapt some materials from the QCA guidelines to cover the locally agreed syllabus.

