

INSPECTION REPORT

CHEDDAR GROVE PRIMARY SCHOOL

Bristol

LEA area: Bristol

Unique reference number: 131493

Headteacher: Paul Mulligan

Reporting inspector: Tony Painter
21512

Dates of inspection: 9 – 12 July 2001

Inspection number: 230820

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Cheddar Grove
Bedminster Down
Bristol

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Appropriate authority: Governing body

Name of chair of governors: Karen Dursley

Date of previous inspection: none

INFORMATION ABOUT THE INSPECTION TEAM

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Tony Painter 21512	Registered inspector	Art and design Special educational needs Equal opportunities	What kind of school is it? The school's results and achievements How well are pupils taught? What should the school do to improve further?
Margaret Manning 8943	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?
Mike Cahill 19623	Team inspector	Mathematics Information and communication technology Music	How well is the school led and managed?
Kath Hurt 24895	Team inspector	The Foundation Stage History Physical education	
John Williams 22516	Team inspector	English Religious education	Pupils' spiritual, moral, social and cultural development
Mohindar Galowalia 20832	Team inspector	Science Design and technology Geography English as an additional language	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

This community primary school serves pupils between 3 and 11 years. With 400 pupils and 52 part-time nursery children, it is much larger than average. Most pupils come from the area immediately around the school, which has socio-economic disadvantages. However, the proportion of pupils in receipt of free school meals, at 8.5 per cent, is below average. Almost all pupils come from white backgrounds; only one comes from a family where English is an additional language. The attainment of children joining the school is slightly below that expected of children of their age. Seventy-nine pupils are on the register of special educational needs, which is below average. Five of these pupils have Statements of Special Educational Need.

HOW GOOD THE SCHOOL IS

This is an effective school. Good management has brought about a clear vision of a single amalgamated school that has united staff effectively. Good systems of monitoring have led to improvements in teaching. These are raising the pupils' standards of attainment, although they have not yet raised the standards of 11-year-olds significantly. The atmosphere for learning is good as a result of effective arrangements for behaviour management and pupils have good attitudes to learning. The school gives satisfactory value for money.

What the school does well

- Good management from the headteacher and governing body is leading the school towards improvements, including pupils' standards.
- Children in the nursery and reception classes get a very effective start to their learning.
- Pupils' personal development has a high priority; pupils have very good opportunities for cultural development.
- Effective behaviour management is improving pupils' attitudes to learning.
- Very good information on pupils' progress and strong parent and community links support pupils' learning well.
- The school provides a very good range of extra-curricular activities.

What could be improved

- Pupils' present standards by the age of 11 are not high enough, particularly in writing.
- Teachers in the infant and junior classes do not make enough use of assessment information to indicate what pupils need to learn and to check on the success of their teaching.
- There is insufficient evaluation of the effectiveness of the curriculum and teaching in all subjects in order to ensure that the needs of pupils are met.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was created in September 1998 by amalgamating two schools on the same site and has not been inspected before.

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	E	C	D
Mathematics	N/A	E	E	E
Science	N/A	D	E	E

Key

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

The 2000 National Curriculum test results at age 11 show overall attainment that is well below average nationally and in similar schools. Results have varied since the school's amalgamation, but English results showed good improvement to 2000. The provisional results for 2001 do not show significant improvements. However, the school anticipated this, as there was a high proportion of pupils with special educational needs. The school's analysis shows that these pupils made satisfactory progress from their tests at the age of 7 years. Optional National Curriculum tests at age 9 show that improvements in standards have taken place in the school and the trend is rising. In particular, a larger proportion of pupils are on track to achieve above average levels in reading and mathematics. These improvements have not yet fed through to the oldest pupils, whose standards are currently not high enough. The school is making better use of analysis of its results to establish achievable but realistic targets for improvement. The inspection finds that attainment at the age of 11 is below average, rather than well below, in mathematics and science, where pupils' oral skills are better than their test results would suggest. Attainment is well below average in English, because pupils' writing is particularly weak.

The 2000 National Curriculum results at 7 years are better. Attainment in writing and mathematics is similar to the national average, although reading is weaker. The 2001 results show variations in pupils' attainment but give a slightly stronger picture in all tests, reflecting the improvements in the curriculum and teaching in the school. The inspection confirms these improving standards.

Children join the nursery with attainment that is below that expected for their age. They achieve well in the nursery and reception classes. By the time they are ready to start in Year 1, most reach the expected standards, particularly in their personal, social and emotional development.

Pupils' attainment in religious education, art and design, history and physical education is similar to that expected for their ages. Attainment in design and technology and geography is below average because teachers do not pay enough attention to systematically developing pupils' skills. In music, attainment is below average, although singing is better. Attainment in information and communication technology is below average. However, it is rising rapidly as teachers make increasingly effective use of the new computer suite.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They enjoy coming and taking part in activities.
Behaviour, in and out of classrooms	Behaviour in school is satisfactory. Most pupils behave well in class, but some older pupils are more boisterous and this slows their learning.
Personal development and relationships	Relationships are good and pupils often work together effectively in lessons. Pupils often take responsibilities willingly, although many in the older classes still lack maturity.
Attendance	Attendance is unsatisfactory. A significant amount of absence comes from parents taking their children on holidays in term time and this restricts learning for these pupils.

Children in the nursery and reception classes make very good progress in their personal, social and emotional development and have very good attitudes to school.

TEACHING AND LEARNING

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

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

The overall quality of teaching is satisfactory and meets the needs of all pupils. During the inspection, teaching was at least satisfactory in just over 96 per cent of all the lessons seen. It was very good or better in 15 per cent. In three per cent of lessons, teaching was unsatisfactory. These lessons were found in infant and junior classes. Teaching in English and mathematics is satisfactory and teachers make sound use of the national guidance for literacy and numeracy. Teachers develop pupils' literacy skills soundly in other subjects, such as history. Teachers give pupils opportunities to apply their developing numeracy skills in other subjects, such as science and design and technology.

Teaching is particularly strong in the nursery and reception classes, where high expectations and effective use of aspects of national guidance help all children to learn rapidly. Throughout the school, teachers have good relationships and use these, together with good management of pupils, to promote pupils' self-esteem and learning. They use resources well to motivate and help pupils to understand. Teachers use good questioning to make pupils think and help them to learn. In many lessons, however, teachers' planning is not clear about what they want pupils to learn. Their assessments of success are, therefore, weak and not used effectively to plan work for pupils of different abilities. As a result, teachers do not always securely match work to the needs of all pupils. Very effective use is made of support staff, particularly in helping pupils with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory and makes effective use of national guidance. It is enhanced by effective links with the community and a very good range of out-of-school activities.
Provision for pupils with special educational needs	Satisfactory; teachers identify pupils' needs accurately and support them effectively in order to ensure that they make satisfactory progress.

Provision for pupils' personal, including spiritual, moral, social and cultural development	The school pays good attention to pupils' personal development. There are strengths in moral and social provision that promote an effective atmosphere for learning. Very good cultural development prepares pupils effectively for life in a modern multi-cultural world.
How well the school cares for its pupils	The school cares for its pupils well, providing a safe environment in which they can benefit from the education it provides.

New curriculum guidance is improving the work of the school, but the school does not evaluate how effectively teachers interpret the guidance. As a result, there are some weaknesses in the coverage of some subjects. The school does not use assessment information sufficiently to plan the curriculum to meet the developing needs of pupils. It makes good efforts to involve parents in the life of the school and their children's learning. Very good information is given on how well pupils are getting on.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good, the headteacher has established a clear agenda for improving the quality of education. This is raising the standards pupils achieve. He is well supported by senior staff and by other teachers who are taking increasing responsibility for moving the school forward.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. Governors are committed to raising standards and have a good knowledge of the school's strengths and weaknesses.
The school's evaluation of its performance	Good, the governing body and the headteacher successfully keep all aspects of the school's performance under continuous review. They recognise the need to share and extend existing good practice in the school in order to bring about further improvement.
The strategic use of resources	Satisfactory; the school manages its budget well. Existing resources are soundly used and specific grants, for example for staff development or for supporting pupils with special educational needs, are properly used to raise standards.

The level of staffing in the school is satisfactory. Very good attention has been paid to improving the school accommodation. Good accommodation and resources help teachers to promote pupils' learning well. There is strong partnership between the headteacher and governors, which has been effective in successfully amalgamating the schools. There is a shared view of the way forward and the school actively seeks to obtain best value for money

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Before the inspection, 24 parents attended a meeting. There were 70 replies to a questionnaire sent to all parents. In addition, inspectors informally interviewed a number of parents during the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are encouraged to be involved with the school. Pupils like school and learn to look after each other. Many productions encourage pupils' talents. Teachers teach well and have high expectations. 	<ul style="list-style-type: none"> The range of out-of-school activities.

The inspection team agrees with parents' positive views. However, although teaching throughout the school is improving and is good in the Foundation Stage, it is currently only satisfactory overall. The team does not agree with the negative point raised. The range of out-of-school activities is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' results in the 2000 National Curriculum tests at the age of 11 show overall attainment that is well below the national average. There have been variations in results since the amalgamation of the school, but the results for English have shown considerable improvement up to 2000. However, this has not been fully maintained in the provisional 2001 results. Mathematics and science test results in 2001 do not show significant improvements from the 2000 results. However, the school has identified higher than normal proportions of pupils with special educational needs in the 2001 group of 11-year-olds that account for the weak performance. The school's own analysis shows that most pupils have made satisfactory progress through the school. However, optional National Curriculum tests at the age of 9 show that improvements in standards have taken place in the school. In particular, a larger proportion of pupils are on track to achieve above average levels in reading and mathematics. These improvements are apparent in pupils' work seen during the inspection. They are the result of better teaching and are likely to lead to improved results from 2003.
2. The 2000 National Curriculum results at the age of 7 are stronger. They show attainment in writing and mathematics that is similar to the national average, although reading is weaker. The 2001 results show variations in pupils' attainment, but give a slightly stronger picture in all tests, reflecting the improvements in curriculum and teaching in the school.
3. The inspection finds that pupils by the age of 7 have attainment in English, mathematics and science that is similar to the national average. Overall, standards at the age of 11 are still below average, as are those in science and mathematics. Standards in English are well below average, weakened by pupils' attainment in writing. The school seeks to identify pupils with special educational needs as early as possible. Pupils receive sound support from class teachers, support assistants and visiting specialists. This enables them to make satisfactory progress towards the targets identified in their individual education plans. Although there are some variations between the attainment of boys and girls in the National Curriculum tests, these are not consistent or conclusive. The school is beginning an analysis to monitor these and the inspection does not identify aspects of provision that account for the differences.
4. Children enter the nursery with attainment that is below that expected for their age. They make good progress and achieve well in the nursery and reception classes. By the time they are ready to start in Year 1, most attain the early learning goals¹ in all areas of learning. Some attain beyond this, particularly in their personal, social and emotional development. Children make particularly rapid progress in their mathematical understanding in the nursery, where challenging teaching fires their imagination and brings about rapid improvements in learning.
5. Standards of attainment in English have improved because teachers are clearer about what pupils need to do to improve. Pupils' speaking and listening skills are below average at the ages of 7 and 11 years. Infant pupils often listen attentively and try their best to answer questions. Junior pupils are more articulate and, by the time they are 11, talk with confidence about the books they read. Many do not listen intently, however, and sometimes miss important instructions. Reading is average by the age of 7, with many pupils reading accurately and with expression. They understand what they have read, but few talk easily about their books. The reading of 11-year-olds is below average. Some

¹ These goals are based on the areas of learning during the Foundation Stage. They help prepare children for future learning when they enter compulsory schooling at age five. Most children should achieve the early learning goals by the time they begin Year 1.

higher-attaining pupils read meaningfully and use their reading successfully to find information. Many lower-attaining pupils, however, still have problems in identifying quite simple words. The writing of 7-year-olds is below average. Many write in sentences with an increasing use of interesting words, but lower-attaining pupils need considerable support to put ideas down on paper. Eleven-year-olds reach standards in writing that are well below average. Although average pupils use a wider range of punctuation and begin to write in identified styles, many require a lot of support. They have much lower levels of attainment and weak spelling skills when writing unaided.

6. The oldest pupils have better oral and investigational skills in mathematics than their test results would suggest. Improvements in standards are working through the school, but are having a greater impact on younger pupils. Infant pupils make good progress in using number and developing a mathematical vocabulary. By the age of 7, pupils begin to understand fractions. By the age of 11, they draw and read graphs, and successfully apply their developing mathematical skills to practical problems. For example, they use fractions and decimals when investigating healthy eating.
7. In science, infant pupils use an increasingly wide range of specialist terms when talking about investigations, although many cannot distinguish simple concepts. Junior pupils develop an understanding of the properties of materials, recognising that some changes are reversible while some are not. By the age of 11, pupils apply this knowledge to problems such as separating mixtures. They know many organs of the body and make attempts at explanations of their observations. However, many of these are based on weak overall understanding.
8. Attainment in information and communication technology is below the national expectations by the ages of 7 and 11 years. However, better provision for the subject is raising standards through the school. By the age of 7, pupils confidently switch on the computer and use the Internet. They use keyboard and mouse to combine pictures and text when creating a cover for their project book. Junior pupils learn a wider range of technical vocabulary, although they are not all confident when using it. They use word-processing software to edit and print writing, developing command of more complex skills through the school.
9. By the ages of 7 and 11, pupils' knowledge and understanding of religious education are in line with the expectations of the locally agreed syllabus. By the age of 7, pupils know many stories about Jesus and their significance. They understand why he is special to Christians. Junior pupils gain a greater understanding of a range of religions, often through visitors and visits, for example to a cathedral and a temple. They understand the nature of some symbols and begin to compare aspects of religions to identify similarities.
10. Standards in design and technology and geography are below average, restricted by the limited attention that the school has paid to these in recent years. Although the pupils take part in appropriate activities, there is no clear pattern for systematically improving their skills through the school. Pupils' attainment in music is below average, although the quality of singing is average. Teachers do not place sufficient emphasis on other aspects of the subject and pupils make insufficient progress. Standards in art, history and physical education are average by the ages of 7 and 11 years.
11. Sound implementation of the National Literacy Strategy has improved the quality of the teaching of literacy and pupils' standards. Teachers have a clearer structure and make very good use of the strategy to plan work that extends pupils' literacy skills. Pupils have good opportunities to develop specialist and technical vocabulary in subjects such as science and geography. Teachers form strong links with what is being taught in other subjects such as history to further improve and enhance pupils' literacy skills. Sometimes these are effective, such as when pupils find out about Victorian times through the writings

of Charles Dickens. The implementation of the National Numeracy Strategy has improved teachers' approach to developing numeracy skills and pupils have better mental arithmetic skills. They use their skills soundly in subjects such as design and technology and science, where they measure and record their observations. Pupils use their developing skills in information and communication technology to good effect in some subjects. For example, when pupils download pictures of rabbits from the Internet in Year 1 and use a program to draw graphs in Year 3. However, the full potential of the technology to support and extend pupils' learning is not yet realised.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to school are good. They enjoy coming and taking part in everything that goes on. They are enthusiastic about such projects as the Indian Day put on in school. Here, among other things, Year 4 pupils re-enacted an Indian folk story and shared their experiences with reception pupils. Year 6 pupils are happy to talk about the residential trips they have been on and the activities, such as abseiling, which they have taken part in. The majority of parents feel that their children are happy at school and enjoy coming.
13. Behaviour in school is satisfactory. The incidence of exclusions is very low. The majority of pupils behave well in class and in no lessons was behaviour unsatisfactory. Even so, pupils in the junior school have less positive attitudes to their lessons than the younger pupils or children in the Foundation Stage. Typically, Year 6 pupils in an art lesson creating clay tiles became a little noisy towards the end when asked to tidy away. Some of them were not directly involved in the whole-class session and did not pay enough attention to the discussion. These weaknesses slow their learning. Pupils in a Year 2 mathematics lesson on halves and thirds showed that they do respond promptly to their teacher's requests, for example to tidy up. In several reception class lessons, the children concentrated well on their chosen activities related to the topic of traditional fairy stories. For example, they enjoyed pretending to be kings and queens, and constructing castles. Pupils are polite, hold open doors for the rest of the class to go through, and line up sensibly to come into school after break time. Sometimes, older boys are less restrained when moving about the school, running up the corridors, for example, but generally speaking there is little thoughtless or silly behaviour.
14. Relationships are good among pupils and also between teachers and pupils. This helps to give the pupils confidence. Pupils work quite well in pairs and listen to each other without interrupting in class discussions. In a Year 4 science lesson on habitats, some lively discussions were held because pupils were so interested in the subject. Year 3 pupils worked very well together and with their teacher when using an Internet site to answer questions on Ancient Egypt. Pupils help others around school as a matter of course, such as pupils with special educational needs, and include them in their friendship groups. Pupils taking part in the Indian Day showed good understanding of how their attitudes affect others when recreating the Indian Festival of Friendship and inviting younger children to share it with them.
15. All pupils respond well to opportunities to take responsibility, such as when older pupils operate the CD player for the assemblies and put equipment away in the hall. Pupils readily take turns to return registers to the office after registration. Year 5 pupils enjoy serving reception children at lunchtime and take this duty seriously. The school has tried to introduce other ways in which pupils can contribute to school life, such as having a school council. However, these have had only limited success because pupils do not yet have the maturity to cope with such things successfully.
16. Attendance at school is unsatisfactory. Parents taking their children away on family holidays in term time, particularly in June, July and September, cause a significant amount of absence. Sometimes, these absences extend beyond the legally allowed 10 days a

year. This contributes to the high levels of unauthorised absence compared with those in other primary schools throughout the country. This prevents pupils from receiving all the education they need. Lateness to school is not a problem as pupils enjoy coming.

HOW WELL ARE PUPILS TAUGHT?

17. The overall quality of teaching is satisfactory, with a high proportion of good teaching, particularly in nursery and reception classes. Almost all lessons were at least satisfactory. Three per cent of lessons were unsatisfactory and these were found in infant and junior classes. Detailed monitoring and support from the headteacher shows that the quality of teaching has improved since the amalgamation of the school. Teaching in most subjects is satisfactory in both infant and junior classes. Good teaching of religious education results from teachers' skilful drawing out of pupils' thoughts and feelings. Infant teachers use their good knowledge and understanding of information and communication technology to plan lessons well, resulting in good teaching.
18. Teaching in the nursery and reception classes is good and gives children a very good foundation for their education. Some very good and excellent teaching was seen during the inspection, particularly in the nursery class. Teachers and support staff work effectively together. They have good knowledge of the Foundation Stage curriculum and of how children develop. They use this to ensure that their planning clearly addresses what children need to learn. There are good arrangements to check children's progress and identify what needs to be learned next. Lessons are very well organised with well-established routines that give children confidence and security. These establish a calm and purposeful atmosphere and relationships are very good. Teachers provide a wide range of interesting activities so that children are excited and absorbed in their work and play. These strengths enable children to achieve well in all areas of their learning. In personal, social and emotional development the teaching is very good and most children exceed the expectations for their age.
19. Throughout the school, relationships between teachers and pupils are good. This helps teachers to establish and maintain interest and control. The positive relationships between teachers and pupils foster good attitudes and a willingness to learn. Teachers make effective use of the school's improved behaviour strategies to keep control of classes. In the best lessons, this includes thoughtful use of praise and positive comments that boost pupils' self-esteem. As a result, pupils show enthusiasm and most apply themselves willingly to their tasks. Most teachers have high expectations of behaviour and state these clearly so that pupils are in no doubt of what is expected of them. In particular, teachers are often very clear when they need pupils to listen carefully and this aids pupils' learning significantly. For example, in a Year 5 religious education lesson, the teacher effectively drew pupils' attention to the agreed class rules about listening. Classroom routines are well established and this reduces the time lost when changing activities. Some teachers make effective use of precise time limits to activities to speed the rates of working and learning. However, behaviour management is less secure in Years 5 and 6, where more pupils have weaker attitudes to learning. When teachers do not ensure that all pupils are paying attention to the lesson, the pace of learning begins to slip. For example, when teachers are leading discussions or making teaching points during a lesson. If this is not checked sufficiently, some pupils begin to lose interest and learning is not as rapid as it ought to be.
20. Teachers' use of resources and support staff is good and helps to improve the quality of teaching. Teachers make good use of the good range of resources available to them. Often the resources are useful in allowing teachers to make clear explanations that help pupils to learn. The resources motivate and interest pupils, encouraging them to play a full part in the lesson. For example, the use of high quality aerial photographs in Year 5 interested pupils and gave them good opportunities to develop an important range of

geographical terms. Year 2 pupils using good watercolours were impressed with the materials and tried hard in their work. Effective use is made of support staff, particularly when working with groups of pupils, and this helps to promote pupils' learning. Generally, these staff are clear about what they are doing and are sometimes well prepared with questions or evaluation sheets. They are often effective in helping to keep pupils' attention on their tasks and ensuring that behaviour does not get out of hand. The use of the personal skills of support staff in developing pupils' art skills is a clear strength in the school's provision for the subject.

21. Many lessons include effective questioning by teachers. In some, this adds significantly to the pace of lessons, keeping pupils' attention and allowing the teacher to check learning. For example, in a Year 6 science lesson, the teacher questioned pupils about different aspects of an investigation. This helped them to learn and allowed the teacher to identify the pupils who had the best understanding. In a Year 2 religious education lesson, the teacher's questioning involved pupils in the story of St Francis of Assisi. In some lessons, the questioning effectively boosts pupils' learning. For example, in a Year 1 mathematics lesson, the teacher's questioning probed pupils' thinking and led them on in small but effective steps. Effective questioning improves the pace of many lessons in the junior classes and this enhances learning. For example, teachers often make effective use of discussions at the end of the lessons to assess what pupils have learned.
22. Teachers' planning often makes effective use of the national guidance adopted for most subjects. The planning and teaching of literacy and numeracy, for example, have been improved by teachers' use of the national strategies. There are many effective links between literacy development and other subjects. Notably, teachers are often clear about the vocabulary that pupils need to use. In the best lessons, they make this very clear to pupils, for example by writing up the relevant words. They then require pupils to use these words in their answers and give good positive support to all those pupils who use the new words correctly. This promotes effective learning that pupils are able to use to develop their thinking. Teachers give pupils sound opportunities to use and develop their numeracy skills in subjects such as design and technology and science. Here, standards of measuring and representing data are improving as pupils tackle practical problems. However, some guidance has not been reviewed to ensure that it helps teachers to teach exactly what pupils need to learn at each stage of development. Some guidance does not give sufficient detail about how pupils' skills and knowledge will be advanced through the school.
23. In many lessons, teachers' planning identifies what they want pupils to learn. In some lessons, these intentions are shared effectively with pupils to ensure that they are aware of what they are learning. This helps teachers and pupils to evaluate the success of the lesson. A Year 1 teacher, for example, was very clear about pupils' task in using the computer so that pupils clearly knew what to do. Not all lessons include this feature and this misses an important opportunity to help pupils to gain independence in their learning. In some lessons, teachers' planning focuses too much on the activity that pupils will undertake and does not indicate what learning should take place. As a result, teachers are unable to judge effectively how successful the lesson has been.
24. Many lessons, particularly in English and mathematics, include work that has been planned for pupils of different ability levels. Sometimes, these are clearly based on teachers' evaluations of what learning pupils have already made. However, some of these tasks are not firmly rooted in accurate assessments of pupils' prior attainment and this limits pupils' progress. For example, in a Year 2 mathematics lesson, pupils worked in groups, but their tasks were not closely matched to their prior attainment. Higher-attaining pupils, for example, could have tackled work that was more demanding. In a Year 3 English lesson, the teacher developed new vocabulary well, but lower-attaining pupils needed much support to be able to manage the task that was set. However, there are examples of

teachers responding well to their observations of how well pupils are doing to make changes in activities and improve learning.

25. The teaching of pupils with special educational needs is sound. Teachers use their good relationships to create an atmosphere of trust and encouragement. As a result, pupils respond with a willingness to be involved and to learn. There is effective teamwork between the special educational needs co-ordinator, class teachers and the learning support assistants. Pupils make marked progress in learning when well-targeted withdrawal group work relates closely to their individual targets. In some class lessons, however, pupils rely too heavily on the support staff because teachers have not matched tasks sufficiently carefully to pupils' prior attainment.
26. The recent computer suite has had a positive impact on the use of information and communications technology in teaching. Teachers have undertaken training to improve their own skills. Some effective use is made of pupils' developing skills, for example in word-processing and history, and in drawing graphs in numeracy. However, this has happened too recently to make a full impact on teaching yet.

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

27. The school provides a satisfactory curriculum. It meets statutory requirements by teaching all subjects of the National Curriculum and religious education. It makes satisfactory use of the National Literacy Strategy, the National Numeracy Strategy and national guidance and schemes of work. It provides pupils with a satisfactory range of activities that are suitably broad and balanced.
28. The curriculum for children in the Foundation Stage is good and planned effectively. It provides a wide range of interesting activities that stimulate lively enthusiasm in the children. A good emphasis on developing children's early number and language skills gives them a good base for later learning in literacy and numeracy.
29. Throughout the school, teachers have sound strategies for developing pupils' literacy skills and these inform their teaching in other subjects. For example, a Year 1 lesson was as much a science lesson as it was a literacy lesson. The whole class read the big book, *All about Snails*. Six pupils observed live snails and reported to the whole class as snail experts. These pupils enjoyed the work thoroughly and were well motivated to read more about these animals. In other lessons and subjects, there is appropriate emphasis on vocabulary and reading information books. Strategies for teaching numeracy skills are satisfactory. For example, pupils learn to use metric units and carry out measurements correctly in design and technology and science. Pupils also use presentation skills, such as tally charts and graphs in science and geography. However, the approach is not as systematic as for developing literacy skills. Both literacy and numeracy strategies have also equipped the teachers with techniques that have improved the quality of teaching and learning in the school.
30. During the last few years, the school's priorities have been, rightly, English and mathematics. However, the implementation of the national schemes of work for all subjects has improved the quality of the curriculum provided. However, it has not been reviewed to ascertain how these should be modified to create effective and efficient programmes that match the diverse needs of the pupils in the school. At present, teachers sometimes interpret elements of the guidance in different ways and not all work is closely linked to earlier learning. As a result, pupils' skills are not systematically developed through the school. Teachers are not always sure how pupils' learning should be different when they do similar work at different stages in the school. In some subjects such as

music and design and technology, teachers do not ensure that all aspects of the subject receive sufficient attention. This restricts pupils' progress through the school.

31. Teachers are conscious of the need to make the curriculum equally accessible to all pupils. They involve pupils of different levels of attainment through appropriate use of questions and make effective use of support staff. Good systems exist to identify pupils with special educational needs at an early stage. Individual education plans identify appropriate targets and teachers are aware of these in their teaching. Specific support for pupils at different stages is effective in targeting their needs very accurately. This is aided by very detailed record keeping. Pupils with statements of special educational need participate fully in lessons and in the life of the school, as do all other pupils on the special educational needs register.
32. The school provides a very good range of extra-curricular activities through a good number of clubs and visits. There are clubs for art, drama, football, guitars, keyboard, netball, recorders, rounders, brass, fife, strings, aerobics, cycling proficiency and archery, as well as St Oswald's Wednesday Church Club. There are visits for each junior year group that are often closely and effectively linked with their learning in many subjects. For example, a visit to Red Lodge shows how Elizabethans lived. Other visits include, to Olderbury Power Station and to a local Hindu temple in Year 4, to Big Pit in Wales, Weston-Super-Mare and a residential visit to Ironbridge in Year 5 and to a costume museum and a residential visit to Barton Hall near Torquay in Year 6.
33. The school's provision for personal, social and health education is satisfactory. There is a clear approach to teaching these. Sound policies or draft policies have been written for sex education, drug education, citizenship, and personal, social and health education. Sex education is provided in Years 2, 5 and 6 and relationships are considered as a necessary adjunct to sex education. Year 6 pupils are also given a first aid course in conjunction with St John's Ambulance. Parents feel that the school provision for personal, social and health education is good.
34. The school has good links with the community that contribute to pupils' learning. The local church helps in running after school clubs and Avon Wildlife Trust carry out environmental work in school grounds. A local building company sponsors the school football team. The local scouts support outdoor activities and provide two minibuses for transporting pupils. A local water company is represented on the school governing body. The school has also forged a reading partnership with a local computer company, which also provides the use of its swimming facilities. The company also pays tuition fees for cycling proficiency as well as running a pilot scheme to provide classroom assistants as part of their employees' education programme. Visitors such as a poet, a Tudor time traveller and Bristol architects have also enriched the school curriculum. The school has forged satisfactory links with the only one secondary school in the area.
35. The school provides well for the personal development of its pupils. Provision for the spiritual, moral, social and cultural development of the pupils, including those not yet six years old, is good overall.
36. Provision for pupils' spiritual development is sound. The school's act of worship meets statutory requirements and makes a good contribution to pupils' spiritual development. Teachers use assemblies well to offer pupils insight into values and beliefs and periods of reflection. During the inspection the theme of Key Stage 2 assemblies was *Friendship*. In an effective assembly, pupils acted the story of *The Turtle Who Talked Too Much*. The pupils learned effectively about the damage caused by thoughtless words. Pupils were encouraged to relate what they had learned to their own lives. The religious education curriculum is designed effectively to acquaint pupils with the main characteristics of several faiths. This gives pupils an insight into the nature of religious belief. Lessons provide

pupils with opportunities for spontaneous expressions of awe and delight, such as when a class recites *The Jabberwocky* complete with a range of actions and a variety of expression. In a younger class, pupils interviewed 'a wounded soldier from the Crimean War'. His very effective role-playing aroused their interest and delight. Pupils are offered a wide range of outdoor activities such as hill walking to help them appreciate the joys of nature.

37. Provision for pupils' moral development is good. The school has developed simple rules to guide behaviour in class and around the school, which are well understood by all. Pupils are secure in the knowledge of exactly what behaviour is required. Care is taken to emphasise the importance of these rules, on a regular basis, and they are shared with parents. In several classes, pupils have devised their own distinct codes of conduct. Good behaviour and achievement are encouraged by positive rewards celebrated in special assemblies. Staff provide very positive role models, which give pupils an effective example of good behaviour and insight into what is right and wrong. Aggressive behaviour is not tolerated and the school deals immediately with any problems of this nature. Assembly themes often contain guidance on behaviour and the importance of rules for the common good. They often highlight the fact that some groups of people may be less well off than others, though no less worthy of respect and consideration.
38. The provision the school makes for the pupils' social development is also good. During many lessons, pupils have opportunities to work together, sometimes in groups and sometimes in pairs. In science lessons, for example, pupils display high levels of co-operation when involved in science experiments, readily sharing ideas and equipment. Older pupils form good relationships with younger ones by visiting them to read them stories, or by helping them to cope with the school's daily routines. Pupils are generally caring and supportive of each other. Pupils with special educational needs are fully involved in the life of the school. The teachers value them and their work and this has a beneficial effect on their self-esteem. Pupils take part in fund-raising events for local and world charities and their participation in team games helps to generate a sense of pride and common purpose. They develop an awareness of their local community through a range of events as well as their studies of local geography and history. The school also provides an extensive programme of residential visits for older pupils where pupils live and study together in a variety of different locations. These are good opportunities and are very beneficial in developing pupils' social skills.
39. The provision the school makes for its pupils' cultural development is very good. Opportunities for pupils to develop an understanding of western culture through art, music and literature are very good. Pupils study a wide variety of literature during lessons and learn much about their own cultural heritage through lessons in history and on visits to museums, cathedrals and other places of interest. The school also extends pupils' awareness of their own culture through a range of informed visitors. For instance, a group of local senior citizens came into school to relive their experiences during the War and to experience again spam sandwiches! Teachers organise a very wide range of after-school clubs, such as sport, music, drama and environment, which add to pupils' cultural development. Pupils also present a wide variety of concerts and dramatic productions such as *Macbeth* and *The Jungle Book*. These are very beneficial in raising their cultural awareness. The school also offers its pupils opportunities to appreciate the richness and diversity of other cultures through lessons in history, geography and physical education. They study other world religions and visit sites of educational interest in the locality and further afield. Pupils in Year 4 visit a Hindu temple and write a play that involves a very good Indian dance sequence, based on an Indian legend. They then celebrate the festival of Raksha Bandhan with due ceremony and respect. Younger pupils follow the travels of Barnaby Bear and compare the places he visits with their own locality. Visitors come into school, for instance, to show pupils Indian food. The school's curriculum also offers its pupils the opportunity to study life in an Indian village, to hear music and stories which

derive from other cultures and to find out how people lived in Ancient Egypt. These activities help to prepare its pupils well for life in a modern multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school cares for its pupils well, providing a safe environment in which they can benefit from the education it provides. Parents feel that their children are happy at school.
41. The school has appropriate arrangements in place for child protection, the headteacher being the named officer. Staff have had training and they know who to report to should they have concerns about any pupils. Arrangements for pupils' first aid are well managed in school, as are those for the administration of medicines. The school takes care to use approved places for trips off site and the governing body makes sure that the buildings are properly checked regarding health and safety. There is no staff handbook to give teachers new to the school ready information on procedures, but the headteacher makes himself available to give advice. The school has a Breakfast Club run by parents and a grandparent, who provide nutritious food and look after the children safely before school.
42. The monitoring and promotion of pupils' attendance are satisfactory. The secretary and the educational welfare officer inspect the registers regularly for patterns of absence. Parents can leave messages if their children are off school for any reason and unexplained absences are followed up after a reasonable time. Parents are correctly reminded of their responsibilities regarding taking their children away in term time on family holidays when they are missing out on their education.
43. The school promotes good behaviour well. New approaches have been introduced and these are leading to better behaviour. Each class has its own system, but all teachers acknowledge good behaviour and effort by the pupils, who are proud to receive personal stickers or stars on a class chart. The procedures for managing unacceptable behaviour are satisfactory. The level of exclusions is very low and the school prefers not to use this as a sanction except as a last resort. The governing body has recently involved parents in reviewing a policy to deal with bullying, but has yet to put this in place. The opinions of pupils about bullying were also sought via the parents. However, the response was low. Supervisory staff keep records of incidents of bad behaviour, but there are no central records to monitor the behaviour of individual pupils.
44. The procedures the school has for assessing pupils' attainment and progress are satisfactory. However, the information gathered is not used well by teachers to plan the curriculum. A full range of tests are done from when the children start school, including optional tests as well as the statutory National Curriculum attainment tests which are taken in all schools. Good assessment systems provide regular useful information about how well children are learning in the nursery and reception classes. Teachers use this well to highlight strengths and weaknesses and to plan activities that will move children on. Throughout the school, there is the beginning of a good system for tracking pupils' progress in English, mathematics and science. The school is starting to use examples of pupils' work in these subjects so that all teachers are assessing against the same criteria. This assessment is used to target support to the middle band of pupils, allowing teachers to concentrate their attention on individual pupils with special educational needs and those of higher ability. Assessment is not used enough otherwise to plan what pupils should be taught or to modify the curriculum. This reduces the effectiveness of teaching and leads to weaker learning in some groups of pupils.
45. Pupils in Key Stage 2 are set simple targets, for example in English, which help them to improve their work. These also give information on the levels they are working towards in the National Curriculum. Reports to parents have all the information needed in readable language and say what pupils need to do in order to improve. Where pupils have taken

statutory tests, the results are given and levels achieved are clearly explained. Pupils are invited to parents' evenings so that they can share the information with their parents.

46. The school is committed to the early identification of pupils' special educational needs. Individual education plans are drawn up and updated as needed. The co-ordinator for special educational needs maintains appropriate records of meetings and reviews. In most instances, individual education plans clearly specify what pupils need to concentrate on in order to improve. Class teachers make satisfactory use of the plans and this enables pupils to learn soundly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents are happy with the school and the education it is providing for their children. The response rate to the questionnaire was low, but parents at the meeting and around school supported the positive views expressed. The aspects about which parents showed concerns were the range of activities outside lessons, the way the school works with parents and the information they get on their children's progress. Inspection findings do not support their concerns over these. The parents spoken to feel very comfortable, particularly about coming to school with any questions or problems.
48. The quality of information parents receive from school is very good. The school sends out a package to parents covering all that is required and more. The governors' report and the prospectus are very well presented and interesting to read. Useful brochures are included in the package to help parents of children entering the nursery and also moving on to reception. The school sends out regular newsletters and each year group has an additional newsletter for parents, telling them about the topics their children will be doing each term. Although the school has run curriculum evenings for parents to tell them about the work their children are expected to do, the response has been poor. Parents have attended the regular parents' evenings more enthusiastically.
49. The school makes good efforts to ensure the involvement of parents of pupils with special educational needs. They are informed of their children's progress from the time of the school's initial concern. They are invited to all reviews and given good opportunities to contribute to their children's provision.
50. Parents and grandparents are very supportive of the school through the Parent Teacher Association and through voluntary work. They raise a lot of money used for projects that have a positive benefit to the pupils, such as the impressive playground equipment. Other parents give their time regularly to listen to readers and to look after children at the Breakfast Club, for example. Some parents make entries in homework diaries about how well their children read at home, for example. These contribute effectively to pupils' learning, but diaries are not widely used in this way for regular communication to support pupils' progress. The least positive aspect is that too many parents take their children away from school during term time for family holidays. In this respect, they do not place a high enough value on the education their children receive.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The school was created three years ago through the amalgamation of the separate infant and junior schools that shared the building. The headteacher, with the active and effective support of the governing body and senior staff, has established a school that is well led and managed. This positive leadership has led to a unity of purpose amongst staff and a shared commitment to improvement through the school. This is leading to improvements in provision and performance. Standards of attainment, as measured by performance in the national testing programme for 7-year-olds and in the optional tests taken at the end of Year 4, have shown an overall improvement since the school opened. Attainment at 11

has not shown the same level of improvement except in reading. This is due in part to the fact that the present Year 6 includes a high proportion of pupils with special educational needs. Another contributory factor is that in earlier years there was a history of parents moving their children to other schools at 7 years and this had the effect of altering the balance of abilities in the year groups.

52. The headteacher has established a clear and effective agenda for improving standards through improving the quality of education, including teaching and the curriculum that the school provides. His identification of priorities is thorough and perceptive and the action taken to secure improvement is well considered. The school improvement plan is a good working document, subject to annual review. It illustrates the fact that the school knows what needs improving and how this should be done. There is evidence of improvement in the planning of the curriculum and in the quality of teaching, partly as a result of the monitoring and support provided by the headteacher and other senior staff. Monitoring of pupils' work, for example in mathematics, has led to improvements in presentation and accuracy.
53. The co-ordination of subjects is satisfactory. However, systems for evaluating the effectiveness of the curriculum and teaching in subjects are not sufficiently developed. There is much good practice in the school in terms of lesson planning, keeping track of pupils' progress, classroom organisation and managing pupils. For example, excellent teaching methods are used to develop quick mental arithmetic responses in the nursery. However, arrangements for sharing this good practice through teachers other than members of the senior management team visiting each other's lessons, is relatively undeveloped. This does not have a high enough priority in the school improvement plan and teachers are missing further opportunities to improve. For example, co-ordinators are unable to fully evaluate the success of new curriculum developments or how they may need to be amended.
54. The school is developing good procedures, particularly in English, mathematics and science, for keeping track of pupils' progress and using the information gained to plan subsequent work for individuals and groups. An analysis of pupils' performance in those areas of learning tested in the national assessment programme is being used to plan more focused work in those aspects that pupils find most difficult.
55. There is a clear whole-school commitment to equal opportunities and to establishing and maintaining good relationships. Teachers and general assistants go to a lot of trouble to make sure that pupils with physical disabilities or with serious learning difficulties are fully involved in all that the school offers. Parents are aware of and share the school's aims in all these respects. The school is being increasingly successful in translating its aims and intentions into improved practice. The school runs smoothly and there is a predominantly pleasant and purposeful working atmosphere that contributes positively to pupils' learning.
56. The management and organisation of the provision for pupils with special educational needs are good. The school's policy and practice meet the needs of the special educational needs Code of Practice². Pupils' individual education plans are up to date and the co-ordinator ensures that targets are specific, manageable and achievable. The governing body maintains an active interest in this aspect of the school's work. It receives good information through the nominated special educational needs governor, who regularly involves herself in teaching sessions. The funds available to the school for special educational needs are used effectively to support the school's priorities for special educational needs. Teaching and support staff are effectively deployed and ensure that

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

pupils with special educational needs are well supported. This makes a positive contribution to pupils' learning.

57. The governing body fulfils its statutory requirements well. Individual governors are knowledgeable and committed to school improvement. Through their involvement, as well as through reports from the headteacher and from other staff, they are keenly aware of the school's strengths and weaknesses. In collaboration with the headteacher and senior staff, the governing body keeps all aspects of the school's performance under continuous review. Current plans to link individual governors with areas of the school's work are well considered and designed to improve further the partnership between staff and governors.
58. The governing body, through its finance committee working closely with the headteacher and the bursar, has created good procedures for financial planning, management and control. Expenditure is closely linked to the school improvement plan. For example, the governing body approved the allocation of extra general assistant hours to Year 6 classes in order to raise standards in literacy and numeracy. At the time of the inspection, governors were appropriately starting the process of evaluating the success of their strategy.
59. The governing body is conscientious and effective in its management of the school's finances and actively seeks to obtain best value for money. Grants that are allocated to the school for specific purposes, for example those for staff development, are spent for the intended purpose. The school secretary and the bursar provide a high level of service for the school. They ensure that the information needed for decisions is available to the governing body in an accessible form and that the school administration runs smoothly, using new technology effectively.
60. There are sufficient teaching staff with relevant qualifications to cover the demands of the National Curriculum. The school has a good working relationship with one of the local universities and regularly provides good support for students who are training to be teachers. There have not been many staff changes since amalgamation, but arrangements for the induction of temporary members of staff are sound. The school has systems for performance management that satisfy current government requirements. Support staff are well deployed in all year groups and divide their time between the classes. They particularly support the pupils in the middle range of ability to allow teachers to concentrate on those needing most help. Several of the support staff have attended a government sponsored training scheme to make them better qualified for their work in school.
61. The accommodation is good, although some is in a fairly run down state. The school has worked hard to make improvements in recent years, for example in reorganising the library and studio areas. There is plenty of space outside which has been particularly improved by the provision of excellent outdoor adventure equipment with Parent Teacher Association funding. The school is imaginatively decorated, but there is limited display space in corridors and general areas to celebrate pupils' own work. The resources provided by the school to support pupils' learning are good and there are no significant weaknesses in any area of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. Good progress has been made in developing the amalgamated school and the quality of teaching has improved. This is beginning to raise standards, but has been more effective amongst younger pupils. The headteacher, governing body and staff should now:
- (1) raise pupils' standards throughout the school, particularly in English, mathematics and science, by:
 - (i) improving assessment systems and their links with teachers' planning, so that teachers can clarify what groups of pupils need to learn next, match work accordingly and judge the effectiveness of their teaching; (paragraphs 24, 44, 89, 100, 106-107, 112, 116, 119-120, 141, 144)
 - (ii) reviewing and evaluating current arrangements for the curriculum and teaching in each subject, in order to:
 - share the existing good teaching practice in the school;
 - establish a framework of what pupils need to learn in each year to promote more effective progress through the school;
 - give clear guidance that teachers can use in their planning;(paragraphs 22-4, 30, 53, 91, 100, 108, 112, 114, 116, 120, 125, 132, 134, 139, 144)
 - (2) improve the quality of pupils' spelling and their independent writing, particularly that of the oldest pupils. (paragraphs 5, 82, 86-8)

The following less important area should be considered for inclusion in the action plan:

- (a) improve pupils' attendance by taking a more active approach to promoting good attendance and reducing the days lost to holidays in term time. (paragraphs 16, 42)

The school has taken some action to improve writing, although this has been more successful with younger pupils. Assessment systems and a review of the curriculum are part of the school's outline for development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

85

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

30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	14	38	44	3	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)	26	400
Number of full-time pupils known to be eligible for free school meals	N/A	34

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	78

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	5.7
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	33	19	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	27	28	31
	Girls	17	17	17
	Total	44	45	48
Percentage of pupils at NC Level 2 or above	School	85 (89)	87 (85)	92 (77)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	27	29	29
	Girls	18	16	17
	Total	45	45	46
Percentage of pupils at NC Level 2 or above	School	87 (87)	87 (87)	88 (89)
	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	33	29	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	26	20	26
	Girls	25	16	24
	Total	51	36	50
Percentage of pupils at NC Level 4 or above	School	82 (52)	58 (57)	81 (63)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	14	18	22
	Girls	16	15	18
	Total	30	33	40
Percentage of pupils at NC Level 4 or above	School	48 (53)	53 (60)	65 (63)
	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	0
Black – African heritage	0
Black – other	4
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	350
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.8
Number of pupils per qualified teacher	25.3
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	251

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	743,211
Total expenditure	753,507
Expenditure per pupil	1,713
Balance brought forward from previous year	20,452
Balance carried forward to next year	10,156

Results of the survey of parents and carers

Questionnaire return rate 15.5%

Number of questionnaires sent out

452

Number of questionnaires returned

70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	40	1	0	0
My child is making good progress in school.	65	28	6	0	1
Behaviour in the school is good.	37	56	4	3	0
My child gets the right amount of work to do at home.	32	55	9	3	1
The teaching is good.	50	47	3	0	0
I am kept well informed about how my child is getting on.	39	47	10	4	0
I would feel comfortable about approaching the school with questions or a problem.	70	28	1	1	0
The school expects my child to work hard and achieve his or her best.	61	35	4	0	0
The school works closely with parents.	39	44	13	3	1
The school is well led and managed.	47	49	3	1	0
The school is helping my child become mature and responsible.	51	45	1	0	3
The school provides an interesting range of activities outside lessons.	31	37	16	3	13

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. The nursery and reception classes give children a very good foundation for their education. Teaching is almost always good or better. Very good and excellent teaching was seen during the inspection, particularly in the nursery class. Teachers' knowledge of the curriculum in the Foundation Stage and their planning is very good. There are good arrangements to check children's progress. Teachers are very well organised, establishing a calm and purposeful atmosphere with well-established routines that give children confidence and security. They provide a wide range of interesting activities so that children are excited and absorbed in their work and play. Relationships are very good. Children learn to play happily and co-operatively with each other, and to listen intently when adults are speaking to them.
64. These strengths enable children to achieve well in all areas of their learning. Children enter the nursery with attainment that is slightly below that expected for their age. They make good progress. By the time they are ready to start in Year 1, most attain the early learning goals in all areas of learning. Some attain beyond this. In personal, social and emotional development the teaching is very good and most children exceed the goals.

Personal, social and emotional development

65. Children make very good progress in their personal and social development because the teaching is particularly effective. They respond positively to their teachers' high expectations and praise by behaving very well and working hard. By the time they leave the reception classes, they exceed the goals in this area and are confident, co-operative and keen learners.
66. Teachers help them to become independent by ensuring that they can easily access good quality resources and equipment. Valuable daily planning sessions encourage children to learn to choose their activities from a range on offer. There are good opportunities for children to take responsibility as 'helpers'. For instance, in the nursery children enjoy acting as snack time helpers, sensibly handing out the toast and collecting the empty milk cartons. Teachers expect children to change and line up for physical activities quickly and quietly, and they do.
67. Children concentrate very well for lengthy periods because they become absorbed in their activities. Teachers use a lively reading style that soon has the children engrossed in story sessions. Children in the nursery enjoyed the story of the *Giant Jam Sandwich*, their faces glowing as the story unfolded and they anticipated the rhyming words. This eagerness for learning showed in most of their activities, whether they were exploring 'slime' in the water tray in the nursery or singing well-known songs in the reception classes.

Communication, language and literacy

68. The teaching in this area of learning is good and most children attain the early learning goals by the end of the reception year. All the adults encourage children to talk and to listen carefully when others are speaking. Regular 'talk about it' sessions in the nursery provide useful practice and extend children's vocabulary. When some children were talking about their cooking activity, their responses were sometimes limited, but they successfully used new words like *ingredients* and *recipe* that they had just learned. In a reception class, children used talk well when they were asked to compare two versions of the same story. Others used it to negotiate the 'rules' in the role-play corner.

69. All the teachers provide literacy-rich environments with plenty of displayed words, captions and labels to stimulate children's desire to read and write. They encourage children to act as readers and writers and praise their efforts. For example, some nursery children made their own storybooks with simple pictures and marks telling a story, such as 'mummy in the garden'. They are proud of their work and willingly 'read' it for visitors.
70. Children in the nursery handle books carefully and make good attempts at telling the story from the picture clues. Good use of homework and more focused phonic work in the reception classes give children's reading skills a considerable boost. Useful dialogue in the reading diaries helps parents and teachers to work together in strengthening children's reading skills at home. As a result, most children have a bank of basic words they can read easily in simple texts.
71. In the reception classes, teachers use parts of the National Literacy Strategy particularly well. There is a good emphasis on learning letter sounds and using them as clues to read and spell new words. Children listened intently to the story of *Rumpelstiltskin* and then worked hard to write a letter to him. The teacher's lively reading style successfully captured their interest. Her skilful use of questions afterwards held their attention and helped them to learn how to write a letter and to persist with their spelling. As a result, some children were able to spell basic words correctly when they wrote their own speech bubbles for their puppets later in the lesson.

Mathematical development

72. The quality of teaching and children's learning is good overall, and most attain the goals in this area of development. Children make rapid strides in their mathematics skills in the nursery, where teaching was very good or excellent in the lessons seen. Excellent teaching was seen in a brisk session where children in the nursery were seated in a circle developing their counting skills. They clearly enjoy such sessions because they very quickly collected their box of objects and were soon ready to start. They listened intently to the teacher's instructions and worked extremely hard because she had said, 'I challenge you to be faster than me'. They counted out sets of objects to 10 and responded quickly and accurately when the teacher set the tasks in different ways using language like 'Two more than ... Three less than'. For example, when she asked, 'Is there a quick way of counting out eight objects?' a child soon answers, 'Four and four'. Their attainments were above those expected for their age.
73. Numeracy activities are well organised in the reception classes so that children learn to count on from a number, sometimes in their heads or using a number line. Teachers take every opportunity to develop children's mathematics skills. In 'active mathematics' sessions in the reception classes, children count how many bounces they do in a minute on the trampoline and add up their scores when throwing balls at numbered targets. When some children are writing invitations to a party in the nursery role-play corner they develop a good understanding of minutes.

Knowledge and understanding of the world

74. Children enter the nursery with a basic general knowledge and they build on this when they explore the aspects they like and dislike in their local area. In the reception classes, they move further, suggesting ways of improving it. There are good opportunities for direct observation. Children in the nursery planted seeds and learned how they grow. They observed the changes that take place when things are heated and cooled when they handled ice cubes and watched them melt. The teacher used questions effectively to stimulate closer observation and discussion. This helped them to describe what they saw, such as, 'The water is getting bigger'. She repeatedly used words like *solid* and *liquid* and children began to use them in their own explanations to visitors.

75. There are too few opportunities in the nursery for children to practise the new computer skills they learn with parent volunteers. This means that they are sometimes hesitant when using the mouse to move around the screen. However, by the end of the reception year most children develop sound skills, as seen when they create line patterns and print their work.
76. From the nursery class onwards, children learn to cut, shape and join a wide range of materials in their construction work. In a reception class, they made a castle for a queen out of wood blocks, adding imaginative touches like turrets.

Physical development

77. Effective control and good organisation play an important part in the good teaching seen in this area. By the end of the reception year children attain the expected goals. In the nursery children learn to throw and catch a ball and to move around safely, using the space well. In a movement lesson they were captivated by a 'holiday' theme. Their movements were imaginative as they responded to the music, for example stretching their bodies as they 'put on their sunscreen'.
78. In the reception classes, children become more adept in riding the wheeled toys, steering them carefully around obstacles. They show greater control of small equipment, like balls and hoops. There is not enough emphasis on developing children's climbing and balancing skills in teachers' planning, and this slows their progress in this aspect of their physical development.

Creative development

79. Children attain the early learning goals in this aspect by the time they are ready to start in Year 1 because teaching is good. In the nursery they paint pictures of the seaside, a tractor and people using bright, bold colours effectively. They create interesting snake collages using feathers, sequins and coloured papers. A teacher in a reception class played the music of Jelly Roll Morton, and her children responded by creating imaginative black and white patterns in paint.
80. Children develop a good repertoire of songs and rhymes that they sing tunefully. By the end of the reception year, they sing songs like *Chitty Chitty Bang Bang* enthusiastically and tunefully. There are good opportunities for role-play in all the classes, and these are boosted by the availability of interesting props and equipment. In the nursery, children acted out a party story, organising clothes, the food and music for dancing. Children used puppets, construction toys and a range of props to act out stories of princes, queens and kings in the reception classes.

ENGLISH

81. In the 2000 National Curriculum tests, pupils aged 7 achieved standards in line with the national averages in writing, but below in reading. However, significantly fewer pupils than would be expected achieved the higher levels in these tests. When compared with that in similar schools, performance was below average in both reading and writing. Boys did not perform as well as girls. These results show a slight improvement in standards in writing, although standards in reading have remained constant. Inspection findings confirm an improvement in writing, although few pupils achieve above average levels. In reading, the number of higher-attaining pupils has increased.
82. Attainment by the age of 11 showed a big improvement in the 2000 National Curriculum tests, with pupils attaining levels in line with the national average. However, this

improvement has not been maintained in the 2001 results. In the present Year 6, almost one pupil in three has special educational needs. Consequently, overall attainment is well below average, with standards of writing particularly weak. These standards are not high enough and the weakness also applies to the present Year 5. The inspection findings indicate that, although there is some inconsistency across the key stage, standards are now improving. There are signs of a good improvement in Year 4, mirrored in Year 3. Standards in both reading and writing are much improved, although spelling remains a weakness in these classes.

83. Overall, standards in speaking and listening are below the national expectation. However, in both key stages a significant number of pupils attain satisfactory standards. This is because teachers encourage pupils to reflect upon their own and other people's feelings and responses from an early age. These pupils listen attentively in order to understand what they need to do to learn, but there are a significant number of pupils who find it hard to listen and, consequently, they do not make the same progress or achieve the same standards. Overall, all pupils try their best to answer questions clearly and confidently, with some providing detailed and interesting information. For example, two pupils in Year 2 enthusiastically acted the parts of Florence Nightingale and the wounded soldier. Older pupils in Year 6 are more articulate, but a significant minority are still unsure and lack the ability to listen in order to complete tasks independently. An example of this was during an English lesson when pupils were asked to identify phrases typical of Kipling's style. Several pupils did not listen properly to the instructions and found the task very difficult. Average and higher-achieving pupils express their preferences in reading and sensibly discuss the thoughts and feelings of characters in books they are sharing. They talk confidently about their reasons for choosing particular books and what they like about stories by their favourite authors. Teachers plan and provide very good opportunities for pupils to extend their vocabulary in other subjects, emphasising new words, and ensure that pupils with different learning needs understand unfamiliar words.
84. By the time they are 7, a significant majority of pupils attain satisfactory standards in reading. Many read accurately, confidently and with expression, but a sizeable minority achieve standards below expectations. Higher and average attaining pupils have a sound grasp of letter sounds and this helps them to tackle words that are unfamiliar to them. They express simple preferences in reading, but do not talk easily about their favourite books or authors. They have clear understanding of what they have read, but find it difficult to use this when predicting what might happen later in the story. They know the difference between fiction and non-fiction books and how to use the contents and index of a factual book to retrieve information. Lower-attaining pupils have little enthusiasm for reading and are unsure of many common words. They lack the confidence to tackle new words and wait to be told what they are.
85. At the age of 11, pupils' reading is below average. Many, however, have shown good progress, with higher-attaining pupils achieving a very good standard for their age. They enjoy reading, have favourite authors and are competent readers of both fiction and poetry, reading in a meaningful manner with very good understanding and expression. Their reading skills are sufficiently well developed to allow them to cope with texts in other subjects. Lower-attaining pupils reading simple text are still unsure of words such as *what* and *where*. Although they know their sounds, they find it difficult to use these to help them tackle unknown words. Where the home-school partnership is secure, pupils make better progress. The reading resources are good, with a good selection of non-fiction and fiction materials available. All classrooms have a good selection of books and there is an attractive well-stocked library area, which includes books for home reading.
86. By the age of 7, pupils' writing is below national expectations. Although a significant minority achieve in line with or above national expectations, a large number of pupils are below these standards. Higher-attaining pupils respond very well to the good support that

they receive. This enables them to extend their writing and to write imaginatively using a good legible script with work well presented. Many 7-year-olds write in sentences punctuated with full stops and capital letters and are beginning to consider the audience that they are writing for. They write stories with a given beginning such as, *All of a sudden...* Pupils are beginning to use interesting vocabulary such as *zooming* and *sparkle* in their writing. They recognise similes in each other's writing, such as *flames like an inferno* when writing about 'The Great Fire of London' and one was overheard to say, 'I remembered to start a new line when I started my dialogue'. Lower-attaining pupils still find it difficult to write freely at length and to put ideas down on paper without additional support. They need support and guidance when working in group activities. Some form letters correctly and take a pride in their presentation, but this is not always so. Handwriting generally has shown improvement recently and this is because of the deliberate targeting of this area of development.

87. By the age of 11, pupils' writing is well below average and few write independently with confidence. Often writing is stilted, with only limited use of interesting vocabulary. Average pupils make good progress when working in small groups with support assistants using carefully chosen materials. They know and understand vocabulary such as *verb* and *pronoun*. They plan their writing, making alterations and draft and re-draft. They produce a 'Girls' Secrets' magazine with articles and puzzles or imagine that their father is a Greek athlete in the ancient Olympic Games. They successfully use sentence punctuation and direct speech marks when, for instance, writing in the style of *Treasure Island* or *The Legend of the Bedminster Beast*. The many lower-attaining pupils achieve satisfactorily when working with support from their class teacher. They have good opportunities for writing, using aids to help concentrate their ideas. Standards of spelling, however, remain weak with many pupils unable to spell simple words correctly.
88. Pupils achieve satisfactorily. There is a wide range of ability, with pupils overall showing good progress in response to the school initiatives and good teaching. In all classes, a high proportion of pupils have special educational needs, in some cases as much as a third of the class. The low levels of attainment in writing skills, particularly when pupils work unaided, prevent many from achieving as well as they might in other subjects as well as English.
89. The overall quality of teaching is satisfactory, but a number of good and very good lessons were observed. The National Literacy Strategy has had a beneficial impact. Teachers make very good use of the strategy to plan work that extends pupils' literacy skills. They make sure that pupils know what they are expected to learn and how this links to what they have covered previously. They manage learning and behaviour very well. Teachers effectively use a very good variety of teaching methods to interest and inspire pupils. They include the use of the *big books* to improve reading skills and whole-class teaching of spelling and grammar. Teachers use probing questions to find out how well pupils are learning and praise to make sure they feel valued and that their efforts are appreciated. They constantly engage the pupils in discussion, providing good vocabulary to encourage their speaking and listening skills. In most lessons, teachers use the end of the literacy session effectively to encourage pupils and to share examples of their work. Teachers also form strong links with what is being taught in the foundation subjects to further improve and enhance pupils' literacy skills. Where teaching is less successful, teachers have failed to use the information gained from assessment to provide work at exactly the right level for different groups of pupils.
90. Teachers give pupils with special educational needs good support. Tasks within lessons are carefully focused to address these pupils' individual needs. Pupils' learning is furthered by the good contributions made by classroom assistants, who make sure they take a full part in all activities and support them in their individual tasks. Support staff work closely with teachers to advance the involvement of all pupils in class activities and discussion.

91. Management of the subject is satisfactory and the literacy co-coordinators are well informed about the needs of their subject. However, they have not yet observed teaching and learning sufficiently to identify where the school has strengths and weaknesses. They have not yet made effective use of an analysis of assessment data to target areas for improvement.

MATHEMATICS

92. National Curriculum test results for 7-year-olds in 2000 show that the proportion of pupils reaching the nationally expected Level 2 was close to the national average. It was also near to that of similar schools. The proportion of pupils achieving the higher Level 3 was also close to the national average. Inspection evidence, including lesson observations, discussions with pupils and an examination of their work, indicates that attainment is in line with national expectations for 7-year-olds. Boys and girls perform equally well. Results in 2000 represented an improvement compared with 1999. The provisional results for 2001 cannot yet be compared with national averages, but show some improvements. Greater numbers of pupils achieved the higher Level 3, although the proportion achieving the national expectation has not improved.
93. The results of the national tests for 11-year-olds in 2000 were well below the national average and that for similar schools. Inspection evidence, taking account of a wider range of evidence than the test, indicates that standards are below, rather than well below, the national average. Pupils have had insufficient practice in communicating their knowledge in test situations. Those in Year 6 demonstrate a higher level of competence in oral and investigational work in lessons and in their written work than the provisional test results for 2001 suggest. There is no significant difference between the performance of boys and girls.
94. Examination of the work of pupils in Years 1 and 2 reveals an appropriate strong emphasis on number work. Most pupils, including those with special educational needs, make satisfactory progress in their understanding of number. During the inspection, pupils in Year 1 made good progress in understanding and using correctly the words *midnight*, *midday*, *morning*, *afternoon* and *evening*. The teacher's lesson preparation was good and she was very thorough in checking that pupils understood, through questioning them. Teaching was sharply focused on what was to be learned and this contributed substantially to the good learning and progress made. The early part of another lesson with Year 1 pupils was particularly successful in providing practice in counting on in tens from various starting points, with the support of a number square. Pupils confidently read numbers such as 31 and 38 and referred correctly to the *rows* and *columns* in the square. In a later part of the lesson, pupils contributed a good range of facts about the number 24, such as, *it has two digits, it is one less than 25, an even number and ends in four*. Good questioning extended pupils' understanding. As a result, higher-attaining pupils spotted that 24 was like 36 and 48 in that the second digit is double the first. They also recognised that 24 is nearer to 20 than it is to 30.
95. Pupils in Year 2 enjoyed a very well taught lesson in which their understanding of simple fractions was extended through good practical work and challenging questions. Another important factor leading to good progress in this class is the teacher's assessments of pupils' understanding and progress during the lesson. She records these and adjusts her planning for subsequent lessons accordingly. This is good practice.
96. Similar careful identification of what pupils can and cannot do as a basis for planning future work featured in a lesson with one of the Year 3 classes. Pupils had worked with enjoyment and success at estimating and calculating the answers to two-digit subtraction sums and explaining their methods to each other. The final part of the lesson was devoted

to estimations of calculations and involved rounding. The teacher identified this as a weakness to be followed up in a subsequent lesson. Planning which is based on an identification of pupils' strengths and weaknesses as well as on the National Numeracy Strategy represents good practice.

97. Pupils of all levels of ability in one of the Year 6 classes made good progress in a lesson focused on metric measures of weight. This was due to the good match of task to ability and to the well focused direction and support provided for the three different groups by the teacher and the general assistants. The learning of all pupils was greatly helped by the teacher's carefully managed transition from reading a straight-line scale to reading a circular one. Pupils of average ability drew a conversion graph for pounds to grams, using the language of x and y axes correctly. Some pupils realised that the graph could have been drawn by plotting and joining two points only.
98. In the other Year 6 class, pupils of all abilities made good progress in applying their knowledge and understanding of fractions and percentages to real life situations. The teacher made good connections with work in science on good and healthy eating. Pupils carefully drew diagrams illustrating the proportions of, for example, fat, carbohydrates, minerals and fibre in selected foods. Higher-attaining pupils worked successfully and with understanding to establish the relationship between alcohol content and the price of common drinks. This work was very well planned and organised and provided a good opportunity for using mathematical knowledge.
99. The quality of teaching is always at least satisfactory; in 36 per cent of lessons it is good or better. Features common to the better teaching include:
 - good use of questioning at the start of lessons to revise earlier learning and to check and consolidate at the end;
 - planning that is based on accurate assessment of what pupils already know;
 - setting tasks that help pupils of differing abilities to achieve their learning targets for the lesson;
 - good relationships and well-established classroom routines;
 - good use of time so that pupils know how long they have to complete tasks and there is enough time at the end of the lesson for pulling things together;
 - good teamwork between teachers and general assistants leading to good support for different groups of pupils.
100. Where teaching is less effective this is often because teachers have not identified precisely enough what they intend the pupils to learn. Sometimes, teachers do not tell pupils what they are going to learn or they use language from the National Numeracy Strategy that pupils do not understand. On some occasions, teachers do not allocate enough time to the final part of the lesson. When this is the case, it is not possible for the teacher to check on how well pupils have learned, to clear up misunderstandings or to tell the class how the work will be followed up in the next lesson. When these aspects of teaching are neglected, pupils' learning is fragmented and uncertain. Opportunities for supporting and extending learning through information and communication technology are not being taken systematically. Although work is regularly marked, there are too few examples of teachers pointing out in writing how improvement could be made, or of insisting that errors be corrected.
101. Most pupils have a positive attitude towards learning mathematics. They clearly enjoy the oral and mental sessions at the start of most lessons and are very willing to have a go. When tasks are suitable for them, they work hard at them, showing good perseverance. They work well with each other and with adults. These positive attitudes help pupils to achieve well in most lessons.

SCIENCE

102. Seven-year-old pupils attain standards that are in line with the national expectations. This represents an improvement from the National Curriculum assessments in 2000 that were below both the national average and the average for similar schools. The chief weakness was that not enough pupils attained the higher Level 3. Eleven-year-olds attain standards that are below average. During the last two years, the results have declined from below average in 1999 to well below average in 2000. This decline occurred mainly because a lower proportion of pupils attained the higher Level 5. Boys attain lower standards than girls both within the school and in comparison with their national averages. Pupils with special educational needs receive satisfactory support and they make satisfactory progress.
103. By the age of 7, pupils attain average standards across all areas of science. They investigate how far a car travels on different surfaces. For some pupils, their conclusions do not reflect confident understanding of the idea of fair testing. For example, they have difficulty in grasping the difference between concepts such as *farthest* and *fastest*. Higher-attaining pupils have a clearer understanding of these. They use the correct vocabulary when comparing the effect of ramps of increasing slope on the distance a car travels. They conclude that 'the more bricks, the farther it goes', although some aspects of their explanations are still unclear. Although this work has been marked, the teacher has not corrected the pupils' misconceptions. This does not help a greater proportion of pupils to reach the higher Level 3.
104. Pupils in Years 3 and 4 continue to make satisfactory progress and attain average standards across all areas of the subject. For example, they observe that solid materials such as butter, wax, chocolate and ice change into liquid on heating and back to solid on cooling. They use metric units correctly when measuring the length of shadows during the day. Teachers are not always precise in ensuring that pupils have a full understanding of concepts, for example when a pupil incorrectly describes what makes shadows change during the day. In some elements of the study of life processes and living things, pupils' knowledge and understanding are above average. They recognise feeding relationships that exist between plants and animals in a habitat and describe these relationships using correct terms such as *producers*, *herbivores*, *omnivores* and *carnivores*.
105. Eleven-year-old pupils' progress in different aspects of the subject is patchy. This causes their overall attainment to be below average. For example, they know how to separate a mixture of sand, iron filings and salt using different methods. Accordingly, they remove iron filings with a magnet, dissolve salt in water and filter the mixture to separate sand. They know the location of organs such as the heart, brain and lungs in the body. Pupils know that bigger paper falls more slowly. However, their explanations are not correct because they do not have a secure body of knowledge of the subject to draw upon. Some teachers are not always sufficiently accurate in their own explanations and sometimes accept pupils' answers as correct when they are not. This restricts pupils' learning, particularly in reaching the higher levels of attainment. The vast majority of pupils show good interest in and attitudes to science. Most display at least satisfactory behaviour in lessons, but a few do not do so. This distracts them from learning and prevents them from making satisfactory progress.
106. The quality of teaching and learning is satisfactory. Teachers manage pupils well and have effective classroom routines. They maintain good relationships in the classes and create a good atmosphere for learning. Although teachers set challenging tasks, sometimes these are too difficult for pupils to tackle, for example in Year 4 interpreting and relating the size of the shadow to the distance of the object from source of light. In general, Year 6 teachers make insufficient demands on pupils to develop a full range of skills for recording and presenting evidence of investigations. Teachers develop pupils' literacy skills effectively, notably in the development of good vocabulary. However, insufficient attention is paid to

pupils' effective use of tables, graphs, conclusions and explanations. Despite these shortcomings, which hinder pupils' progress and contribute to the school's below average results, there is evidence of good teaching in both key stages. For example, in a Year 1 lesson the teacher effectively developed pupils' skills in asking appropriate questions. This extended their knowledge and understanding of minibeasts and of scientific enquiry skills. The teacher involved pupils of all abilities and enhanced their confidence. Pupils thoroughly enjoyed the activity.

107. The management of the subject is satisfactory. Good monitoring and evaluation of teaching are improving the school's provision for the subject. Teachers are given appropriate feedback on their observed lessons that helps them to improve. The satisfactory curriculum makes effective use of the national guidance and scheme of work. However, assessment information is not used effectively to plan the curriculum and adapt the scheme of work to match the needs of the pupils in the school.

ART AND DESIGN

108. Throughout the school, pupils attain the standards expected for their age. Around the school, pupils' carefully mounted and displayed work shows a good range of two-dimensional and three-dimensional work. By the time they leave the school, pupils have experience of a wide range of materials and techniques, including work with clay. The school makes particularly effective use of visiting artists and events such as 'Arts Week' to motivate pupils and extend their experiences. These opportunities frequently result in larger scale co-operative pieces of work that enrich the school environment. However, planning does not ensure that pupils progressively build up their skills as they move through the school. Pupils are familiar with the work of some famous artists and are aware of art from different historical periods. Throughout the school, pupils with special educational needs are well supported and included in art activities. This promotes confidence and satisfactory progress in their learning.
109. The youngest pupils develop drawing skills when they observe and record to illustrate work in other subjects. For example, Year 1 pupils draw old and new toys and items from inside a church. This work makes a useful contribution to their learning across the curriculum. They learn about the work of famous artists, for example when they make ephemeral sculptures inspired by the work of Andy Galsworthy. Pupils treat the fragile completed pieces with respect. Teachers make good attempts to encourage pupils to discuss their work and that of other pupils. Year 2 pupils widen their understanding of a range of media when they use watercolours and oil pastels with increasing confidence. Teachers ensure that pupils have greater understanding of the process of design. This is seen in the plans pupils make to create pottery tiles with a wide range of decoration. Pupils reinforce their skills in information and communication technology when using a variety of tools in a drawing program.
110. Much of pupils' artwork in the junior classes is linked to topics in other subjects. This adds interest and relevance to the tasks and promotes pupils' motivation. For example, Year 3 pupils mix paint to create large paintings of Egyptian gods. Year 4 pupils create drawings and paintings relating to their work in India, including gods and illustrations to stories. They also look at the work of Clarice Cliff, creating similar designs in this style, and make paintings in Picasso's cubist style. Visits have proved to be a good inspiration for much artwork and much work in Years 5 and 6 relates to them. For example, pupils collaborate on a large banner of Weston-super-Mare pier using fabric paints. Clay work in both year groups is based on pupils' observations and the materials that they have brought back from visits to the local countryside. Year 6 pupils use a very wide range of media when they make their own versions of *White Tree and Moon* by Keith Grant. Many evaluate their use of the materials soundly.

111. The quality of teaching is satisfactory overall. Teachers respond very positively to pupils' ideas and efforts. This successfully promotes their confidence and co-operation. In most instances, pupils' behaviour in art lessons is good and they share resources well. They enjoy art activities and are keen to discuss their current and previous work. Teachers make very good use of the personal skills of support staff, who introduce pupils effectively to more technical media such as oil pastels and watercolour. This work sometimes produces work of higher than average standard.
112. The management of the subject is satisfactory. The subject co-ordinator is enthusiastic and has sound objectives for the development of the subject. She has made an initial analysis of the latest national guidance materials to create a curriculum for the school. This has been effective in matching units of work to the general pattern of work through the school. However, the effectiveness of the process and the extent to which teachers are using the materials well have not yet been evaluated. Teachers' planning does not consistently identify the skills that pupils are to develop in lessons. The guidance is often used effectively, particularly in the infant classes. However, it is less clear how skills that pupils develop will be built upon as they pass through the school. Although the co-ordinator is now keeping records of work done, the systems for recording how well pupils have achieved and what skills have been learned are weak. She is aware of the lack of formalised procedures for assessing pupils' progress and using the results in planning the next steps of their learning.

DESIGN AND TECHNOLOGY

113. Standards reached by 7 and 11-year-olds are below the national expectations. Pupils enjoy this subject and make a good effort at learning. However, they do not receive sufficient opportunities because not enough time is spent on teaching it. As a result, pupils make insufficient progress and their achievement is unsatisfactory.
114. Year 1 pupils sketch, plan and make model playground equipment, such as swings, climbing frames and goal posts. In Year 2, pupils design and make a trailer and make sound finger puppets using fabric. In Year 3, they make a robot from junk material. The joining technique is mainly the use of tapes. In Year 6, they make a model house using sticks. In both Year 3 and Year 6, pupils make satisfactory *homes for heroes* out of mainly junk material. Visitors effectively support this work and extend the range of the curriculum. Pupils learn the importance of measuring accurately and working collaboratively. Overall, there are insufficient opportunities for pupils to systematically develop skills and to apply these for designing and making an appropriate range of products of expected standards.
115. It was possible to observe only three lessons and in two of these there was heavy dependence on a visitor. Nevertheless, in the lessons seen, most aspects of teaching and learning were satisfactory. In one lesson, the teacher's enthusiasm and close monitoring of pupils' work produced a good range of products, such as slides, gliders and ladders. In the other two lessons, good provision of mainly junk material and appropriate support enabled pupils to design and make their models. However, pupils' past work indicates that they have had insufficient opportunities for learning and making progress and the overall quality of teaching is unsatisfactory. Teachers do not yet make enough use of computers for design and technology, although this is improving with greater use of the new computer suite. The contribution of numeracy in lessons seen, for example, in the use of metric units and making accurate measurements, is good.
116. The leadership and management of the subject are satisfactory, although there are weaknesses. The co-ordinator has a clear direction for improvement of the subject. The school has improved the quality of the curriculum by implementing the national guidance and scheme of work. However, this has not yet been reviewed to identify how it needs to be amended to create an effective programme for the school. As a result, teachers'

planning is still not rigorous enough to match the needs of the pupils in the school. The co-ordinator has looked at pupils' work to determine the standards achieved. Few opportunities have been taken to share the good practice throughout the school. Procedures for assessing pupils' attainment and progress have not yet been developed.

GEOGRAPHY

117. Pupils' attainment by the ages of 7 and 11 is below expectations. Although it was possible to observe only two lessons, pupils' work, discussions with teachers and an analysis of planning provided additional information. During the last few years, the school's priorities have been English and mathematics and pupils have been given fewer opportunities to learn the subject. As a result, their achievement is not good enough. There are no significant differences between the attainment and progress of boys and girls. Pupils with special educational needs have support to play a full part in lessons and, therefore, make comparable progress.
118. Pupils in the infant classes know how things are the same or different on Struay and in Bedminster. The recording of their work is weak, although they recall more of what they have learned in conversation. Pupils in Year 3 understand that the river Nile provides many things that are important to the lives of the people who live there. Year 4 pupils have sound knowledge of the geography of India and especially of Chembakolli. For example, they know the location of several Indian cities, such as New Delhi and Bombay, and of the Himalayas and river Ganges. They know what costumes the people of Chembakolli wear and how they differ from those worn by the people of Bedminster. Year 5 pupils visit a seaside resort and interview tourists to locate on a map where they have come from for their holiday. Year 6 pupils know stages of a river and use correct vocabulary to describe them, for example *source*, *mouth*, *estuary* and *tributary*. They are familiar with symbols used to locate geographical features such as a bridge, a factory and a town. They know that the names such as Newcastle-upon-Tyne and Stoke-on-Trent are derived from the names of the rivers on which they are located.
119. Overall, the quality of teaching and learning in geography is unsatisfactory because it does not enable pupils to learn at the rate that they should. In the two lessons observed, the quality of teaching and learning was satisfactory. These had all the essential ingredients of satisfactory lessons, for example the use of good quality aerial photographs and satisfactory use of questions to draw out pupils' previous knowledge and understanding. Teachers use the subject appropriately to help to develop pupils' literacy and numeracy skills. For example, pupils write to pupils in other countries and develop a good technical vocabulary related to rivers. They tally responses to their interviews and discuss the scale of maps. However, teachers' planning is not rigorous enough to match the needs of the pupils in the school and is not sufficiently focused on what pupils need to learn.
120. The co-ordination of the subject is satisfactory. The national scheme of work has been adopted, although there has been no opportunity to review how successful this has been throughout the school. There has been little analysis, for example, of whether sufficient time is allocated to building geographical skills. There are no procedures for assessing pupils' attainment and progress. There have been no opportunities to observe lessons in order to identify and share the strengths within the school.

HISTORY

121. By the end of both key stages, pupils reach the standards expected for their age. The school provides a very good range of opportunities for them to learn about history at first hand. It arranges visits to places like Bristol Museum and visitors, like 'Jack Greene', who spoke to the children about life in Tudor times. As a result, pupils show a lively interest in and sound understanding of the different periods they study. Because they have had rich experiences in role-play, handling artefacts and asking questions, their history skills develop successfully as they move through the school. In contrast, their sense of chronology is sometimes relatively weak because teachers do not plan well enough to strengthen this in each year group.
122. By the age of 7, pupils know about the lives of people in the past. They learn to appreciate what life was like for those involved in the Crimean War. This is particularly successful in the co-ordinator's class, where she uses role-play effectively. Pupils dress up and take on the roles of Florence Nightingale and wounded soldiers in 'Scutari Hospital'. This helps them imagine what it was like for those involved. By the age of 11, pupils have a sound knowledge of life in Ancient Egypt, and in the Tudor, Victorian and other important periods in history. They investigate a range of sources for evidence. Good use is made of literature to find out about the Victorians when they study the works of Charles Dickens. However, pupils sometimes struggle to place these different periods in a correct sequence stretching back in time.
123. No direct teaching was observed during the inspection, but discussions with pupils and examination of their work show that teaching is sound overall. Teachers use writing activities effectively as a way of encouraging pupils to think hard about what they have learned. Pupils in Year 6 write an account of 'My Life in the Pits' and others in Year 3 write a list of questions to ask the public in the role of an Egyptian news reporter. There are good examples of such activities in every year group that help to strengthen pupils' understanding.
124. Pupils develop sound skills in finding out about the past from resources other than books. For instance, in Year 4 they had valuable opportunities to learn from the experiences of local people during World War 2. Pupils invited senior citizens in to a party where they shared their memories and answered questions. This helped pupils to appreciate the hardships and dangers, as well as enjoying singing wartime songs. Apart from the very good programme of visits, teachers provide interesting displays of artefacts and pictures that provide further evidence and stimulation to find out more.
125. The management of the subject is satisfactory. The subject co-ordinator is enthusiastic and has good expertise in the subject. Her role is just developing, but she already has sound plans for improvement. She does not have enough opportunities to observe the teaching and learning in history so that teachers can share information about what works well. Planning in the subject is sound overall, but has yet to be adapted to make sure that teachers are clear about the skills pupils are to develop in each year group. There are too few checks on how pupils are learning to identify weaknesses, for instance in chronology.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. Since the school opened three years ago, it has considerably improved its provision for teaching this subject. Teachers have undertaken training to improve their own skills, particularly in the use of computers, and the school has created a computer suite. These two factors, combined with good leadership of the headteacher and the subject co-ordinator, are resulting in an improvement in standards. However, improvements have not worked fully through either key stage and so there are gaps in pupils' experience and learning compared with national expectations for their age. Standards in both key stages

are below national expectations. However, there are examples of work in some year groups that is at least in line with, and sometimes above, what is expected for pupils of their age.

127. Pupils aged 7 years, for example, confidently switched on their computer and connected to the Internet. They then used a search engine to find a site about rabbits and selected and printed a picture. The teacher's organisation was good, providing a sound structure and leaving room for finding out by doing. For example, some pupils found that leaving spaces in an address does not lead to the required result. Because of the good organisation of groups, the teacher was in a position to work effectively with half of the class at a time. This meant that she gave well-focused support where and when it was needed. The combination of good resources and good organisation led to good learning and progress. Pupils demonstrated a competence and understanding above those expected for their age.
128. Completed work shows that pupils in Years 1 and 2, including those with special educational needs, make satisfactory progress in developing their skills and understanding. Pupils in Year 1, for example, competently use a word bank and import a picture of a minibeast when creating a cover for their project book.
129. Pupils in Year 3 exercised their Internet search skills well when they sought answers to questions related to their Egyptian project. Well structured and organised lessons, based on good subject knowledge, promoted good learning and progress. Pupils demonstrated a good understanding of specialist language used by their teachers, for example *home page* and *glossary link*, but were not confident about using these expressions themselves. They were, however, able to explain the relative slowness with which their computers were responding in terms of '13 machines but only one wire'.
130. During the inspection, pupils in Year 4 demonstrated a satisfactory level of skill in modifying a piece of text in terms of font size, colour and inserting capital letters. Pupils in this year group benefit from a link with a school in Sweden; this has given a real point to learning how to communicate using e-mail.
131. Pupils further up the school, in Year 5 for example, are clearly working at levels below those expected for their age as a result of deficiencies in earlier years. Nevertheless, most pupils in one class successfully typed in a sequence of dates and events and started to place them in the correct order, using *cut and paste* techniques. At the end of the lesson, most pupils successfully saved their work in their individual folder and closed the computer down.
132. The quality of teaching was good in Key Stage 1 and satisfactory in Key Stage 2, with one unsatisfactory lesson in Key Stage 2. What made the better lessons good included the teachers' own secure knowledge and their good preparation and organisation. Where teaching was less successful it was usually because of a lack of confidence, which stemmed from a low skill level. This meant that teachers sometimes did not recognise the best way of presenting what they were teaching. For example, the activity of re-ordering text in Year 5 foundered on pupils' poor typing skills and lack of spaces between consecutive lines to make pasting easier. The co-ordinator recognises the need for teachers to be supported in respect of such basic skills but has not had the time to do so.
133. Although there is evidence of some use of pupils' skills in information and communication technology to help their learning in other subjects, as in the Egyptian project, this is not part of most teachers' planning. Word-processing is used to support the development of literacy skills in Year 6, but is largely limited to typing up what has already been written. There is use of a graph-drawing package to enhance numeracy skills in Year 3, but the potential of information and communication technology for supporting and extending learning across the curriculum is far from being realised.

MUSIC

134. Singing has a high profile in the school and, because of this, most pupils in Key Stage 1 sing better than is expected for their age. Pupils in Key Stage 2, including those in Year 6, mostly sing in tune, clearly and with enthusiasm. Their standards are in line with what is expected for their age. Other aspects of the music curriculum, including composing and learning to listen to a wide range of music, do not have a sufficiently high profile and so standards in music as a whole are below national expectations in both key stages.
135. The school provides many good opportunities, both in and out of school, for pupils to sing to an audience. This provision, which includes performances with other schools and at public venues, makes a very good contribution to motivating pupils to improve their singing and to giving them confidence in their ability. All pupils, including those with special educational needs, make satisfactory progress in singing but not in other aspects of the music curriculum, where progress is unsatisfactory.
136. There are too few opportunities for pupils to be an audience for music other than the singing of their friends. The management of the subject is satisfactory. The co-ordinators, who provide enthusiastic and effective leadership in improving standards in singing, recognise the need to improve other aspects of the subject. Their objectives for improvement rightly include developing composition using a variety of tuned and untuned percussion and involving the school in more live arts experiences. The school also recognises the need to improve the range of recorded music that it has. This is in order to develop pupils' listening skills and their ability to use correct musical language when they talk about what they have heard.
137. During the inspection, the time allocation for several lessons was too short for teaching to promote good, as distinct from satisfactory, learning and progress. This was particularly evident in the only lesson observed that was not singing based. In this lesson, pupils in one of the Year 2 classes listened to extracts from two pieces of classical music and suggested how they might accompany them with body percussion. The lesson had been planned well, with a good choice of contrasting fast and slow music, and pupils made appropriate suggestions for accompaniment. However, because there was not enough time, pupils' ideas could not be developed fully and the necessary sharp focus on improvement was lacking.
138. Where teachers are clear about what the purpose of the lesson is and maintain a tight focus on this, learning and progress are often good. In lessons for the whole of Year 3 and the whole of Year 5, in each case taken by the two class teachers working in partnership, pupils improved the quality of their singing. In the lesson with Year 5 pupils, for example, the teachers had allocated adequate time for the rehearsal of three-part singing with added percussion accompaniment. The teachers' interventions were all directed towards improving the quality of the performance. For example, teachers promoted singing loudly rather than shouting, and listening carefully to the taped accompaniment. Pupils' work improved in tunefulness, clarity, accuracy in following the conductor, and the sensitivity of the percussion accompaniment.
139. The overall quality of the teaching of singing is good, with only one lesson, in Key Stage 1, judged unsatisfactory. Where even the good teaching can be improved is in respect of it being made clear what pupils are going to be able to do better at the end of the lesson compared with the beginning. Assessment of pupils' progress is not sufficiently built in to teacher's planning and not well enough connected to what pupils are intended to learn.

PHYSICAL EDUCATION

140. Standards in physical education are as expected for pupils aged 7 and 11 years. In some lessons, pupils attain higher standards in the games and dance aspects. The school offers a good range of extra-curricular activities available to boys and girls that improve their skills in games like football, cricket and rounders. There are good opportunities for pupils to take part in competitions, and the fact that they are so successful reflects the good achievement of some pupils in these sports. Pupils unable to swim have regular lessons in a local pool from Year 4. By the time they leave the school, most can swim a minimum of 25 metres and are confident and safe in the water.
141. Pupils throughout the school understand the importance of warming up their muscles in preparation for exercise. Teachers provide good demonstrations and pupils listen and follow instructions carefully. In Years 1 and 2, they develop sound skills in throwing, catching and dribbling a ball. Some of the pupils in Year 2 show a good sense of positioning and team spirit as they pass the ball for team-mates to score in a game of mini-basketball. The quality of teaching is sound. Teachers give clear instructions and control their pupils well. They are clear about what pupils are to learn and generally plan suitable activities to enable pupils to achieve their aims. However, unsatisfactory teaching was seen where the planning had not been adapted well enough to the abilities of the children. The activities were too difficult. Pupils struggled to cope, became frustrated and achieved little. A common weakness is that pupils sometimes become restless in lessons where they are inactive for lengthy spells. This sometimes occurs when they are waiting their turn or when instructions go on too long.
142. This is also true of some of the teaching in Year 3. Pupils here and in Years 4,5 and 6 learn to hold bats and balls correctly and this helps them become more accurate in batting and fielding the ball. The quality of teaching and learning is sound. There is a good balance between skills demonstrations and opportunities to practise them in games. Older pupils become more competitive and respond well to opportunities to compete in teams. In Year 5 the teacher improved the work rate of pupils practising accurate throwing and catching in preparation for a game of rounders. He used a stopwatch to count how many accurate throws they could achieve in a given time. Pupils were eager to score highly and concentrated much better than they otherwise did.
143. A visiting dance teacher provided a good boost to pupils' skills in Year 4. She had high expectations and gave a strong lead by encouraging pupils to reflect on their own and others' performances. This helped them to refine and improve their own performances. They produced a good range of controlled movements as they practised their dance for a performance at a festival of Indian culture. However, this was not a strong enough feature in other lessons.
144. The management of the subject is satisfactory. The school's system for assessing pupils' attainments in physical education, and particularly that of those who do not benefit from swimming lessons, does not give clear enough information about what pupils can and cannot do to accurately inform teachers' planning. The co-ordinator is aware that this needs strengthening and that the scheme of work needs to be adapted for the needs of the children and the time available for physical education. As yet, he has too few opportunities to monitor the subject or begin a programme for improvement.

RELIGIOUS EDUCATION

145. By the ages of 7 and 11, pupils' knowledge and understanding of religious education are in line with the expectations of the locally agreed syllabus. Overall, all pupils, including those with special educational needs, achieve satisfactorily in relation to their earlier attainment. The emphasis on discussion in this subject makes a good contribution to pupils' personal

and spiritual development. A range of questions and issues are carefully considered and pupils have many opportunities for reflection and thought.

146. By the age of 7, pupils are aware of some of the better-known stories of Jesus and understand their special significance. For instance, they learn that Jesus cares for everyone, that he was loving and giving, and that he would want everyone to be like him. In Year 2, the teacher very successfully enacted the story of St Francis and the Wolf, with some pupils playing the main characters and the remainder of the class the crowd. She successfully asked the pupils to reflect their own feelings about animals and their relative importance in life. Pupils in Year 4 visit a Hindu temple and learn about Hindu festivals. They participated in their own festival of Raksha Bandhan and developed an impressive understanding of the religious symbols involved. Older pupils reflect on the importance of rules to guide behaviour, comparing and contrasting the Ten Commandments in the Bible and the Five Pillars of Islam. Year 6 pupils visit Bristol Cathedral, where they take part in a play and a variety of craft activities. These are designed to develop their awareness of places of worship. They give thought to what characteristics make a hero and express their inner thoughts in *My Manifesto*.
147. During the inspection, teaching was good in the small sample of lessons observed. Teachers plan their lessons well, giving clear explanations and skilfully drawing from the pupils their thoughts and feelings. When, during group work, pupils are in danger of chatting about things other than their work, teachers successfully challenge them by reminding them how much time they have left to complete their work. All teachers take every opportunity to build into their lesson plans time for pupils to extend their speaking and listening skills. Pupils respond well. Most listen carefully to their teachers and are eager to share their viewpoint with others. Teachers use role-play effectively to engage the pupils' attention and tell stories very well. They realise the impact of practical activities and of discussion to extend pupils' understanding.
148. Teachers make very good use of visiting speakers to help pupils to develop a wider understanding of Christianity and other faiths. There are very strong and supportive links with the local church. All pupils make visits to different places of worship as pupils study different faiths. Religious education also makes a good contribution to many subjects, such as art. The pupils took part in the *Art in Faith Week*, a whole-school collaborative venture. A wide variety of workshop activities allowed pupils to explore different kinds of art typical of different religions. There are many whole-school activities, such as Harvest Thanksgiving, and many concerts and Christmas activities. Resources for the subject are good.