

INSPECTION REPORT

OLDFIELD PARK INFANT SCHOOL

Bath

LEA area: Bath and North East Somerset

Unique reference number: 108997

Headteacher: Mrs J. Claridge

Reporting inspector: Mr D. J. Curtis
20893

Dates of inspection: 13th – 15th January 2003

Inspection number: 246847

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
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Dorset Close Bath
Postcode:	BA2 3RF
Telephone number:	01225 422903
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs S. Wall
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D. J. Curtis 20893	Registered inspector	Mathematics Information and communication technology Physical education English as an additional language Foundation Stage	How high are standards? The school's results and achievements How well are pupils taught?
Mr B. Jones 9542	Lay inspector		How high are standards? Attitudes, behaviour, personal development/relationships and attendance How well does the school care for its pupils? How well does the school work in partnership with its parents?
Mrs E. Pacey 25925	Team inspector	English Geography History Religious education Inclusion	How good are the curricular and other opportunities offered to pupils?
Mrs B. Richmond 32142	Team inspector	Science Art and design Design and technology Music Special educational needs	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oldfield Park Infant School is situated in the city of Bath. It is a smaller than average-sized primary school, with a total of 147 pupils on roll, in six classes. Twelve per cent of pupils come from ethnic minority families. Three pupils have English as an additional language. There are 19 pupils on the school's register of special educational needs, with two pupils having a Statement of Special Educational Need; as a proportion this is below average. Fourteen pupils are entitled to free school meals; as a percentage this is below average. Children enter school with standards which are average for the local education authority, although in speaking and listening they are below. The headteacher was appointed in September 2002 and three of the four classes in Years 1 and 2 are taught by teachers who were not teaching in those year groups previously, including two who joined the school in September 2002.

HOW GOOD THE SCHOOL IS

The school provides its pupils with a satisfactory standard of education and has the capacity to improve on this. Teaching is satisfactory with strengths that contribute to pupils' very positive attitudes to school and very good behaviour and relationships. Standards are average in reading, but those in writing, mathematics and science are below average and not high enough. The leadership and management of the headteacher are good, with strengths in identifying areas for improvement, including the immediate raising of targets upon her appointment. The school provides satisfactory value for money.

What the school does well

- By the time children are seven, standards in art and design, design and technology and physical education are good and exceed expectations for seven-year-olds.
- Pupils' attitudes, behaviour, relationships and personal development are very good.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- The school's partnership with parents is very good.
- The vision and leadership of the new headteacher are good.
- Provision for extra-curricular activities is good.

What could be improved

- By the age of seven, standards in writing, mathematics and science.
- Teachers' knowledge and understanding of what pupils need to achieve to reach the different levels in the Year 2 National Curriculum assessments.
- The use of assessment to support pupils' learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school was previously inspected in October 1997. It has made satisfactory progress in addressing the key issues, particularly in involving the governors more closely in the school improvement plan. Curriculum planning has improved and all subjects are taught to the requirements of the National Curriculum. Weaknesses remain in teachers' weekly and daily planning because work is not sufficiently matched to the different learning needs of pupils and this contributes to below average standards in writing, mathematics and science. The school has set realistic targets to raise standards further and inspection findings judge that it has the capacity to achieve them.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	2000	2001	2002	2002
Reading	D	C	C	C
Writing	C	C	D	D
Mathematics	E	C	D	D

Key

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

Similar schools are those with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals.

Current inspection findings judge that, by the end of Year 2, standards in speaking, listening and reading are average. Standards have improved as the result of the effective teaching of reading, especially through the implementation of the National Literacy Strategy. The teaching of the key skills of phonics (letter sounds) is good. In writing, standards remain below the national average, with spelling a significant weakness. Although pupils are taught key grammar, punctuation and spelling rules, teachers do not consistently reinforce their expectations that pupils should use and apply these rules when they write.

By the end of Year 2, standards in mathematics are below average; in mental arithmetic, standards are satisfactory. Weaknesses in teachers' planning mean that pupils are not sufficiently challenged to achieve the higher standards of which they are capable. In science, standards are below average. Standards in information and communication technology meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. Standards in art and design, design and technology and physical education exceed expectations for seven-year-olds. In geography, history and music, standards meet expectations for pupils of this age.

By the end of the Foundation Stage, children exceed the expectations of the early learning goals in their mathematical development. In communication, language and literacy, personal and social development, knowledge and understanding of the world, physical development and creative development, children meet expectations.

Pupils with special educational needs make satisfactory progress in their learning. Learning support assistants make a positive contribution to pupils' progress through the effective support they provide.

Pupils from ethnic minority families are included fully in lessons and make satisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show positive attitudes to school and work hard in lessons. They clearly enjoy school and are very happy.
Behaviour, in and out of classrooms	Very good. Pupils behave well in lessons, at breaks and lunchtimes and when moving around the school.
Personal development and relationships	Relationships between pupils and between pupils and adults are very good. Personal development is a strength as the result of good teaching in this aspect.
Attendance	Attendance is good; pupils are punctual and lessons start on time.

Significant strengths of the school are the support and encouragement pupils show for each other and the quality of their relationships with adults, including learning support assistants and parent helpers.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Good	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.

Teaching in the Foundation Stage is good; it makes a significant contribution to the good progress children make in their learning, particularly in communication, language and literacy and mathematical development. Teachers and support staff plan a wide range of activities for children, with a good balance between those which are adult-led and those which children choose for themselves.

Strengths of teaching in Years 1 to 2 include very good relationships with pupils, which contribute successfully to their positive attitudes to learning, and the quality of planning for and use of learning support assistants with pupils with special educational needs.

However, teachers' planning does not meet the different learning needs of all pupils in the class and expectations of what pupils should achieve within lessons are not always high enough. In assessing pupils' work, teachers are not sufficiently clear about what pupils need to achieve in order to reach the different levels of the National Curriculum.

The teaching of literacy is satisfactory; the teaching of reading is stronger. Pupils are successfully taught key reading skills, particularly the use of letter sounds (phonics). Key writing skills are taught, but they are not reinforced through teachers' consistent expectations that pupils should use and apply them. The teaching of numeracy is satisfactory, with strengths in mental arithmetic. Weaknesses in planning and expectations mean that pupils do not reach the standards of which they are capable.

The teaching of pupils with special educational needs is satisfactory. Teachers and learning support assistants have a clear knowledge and understanding of the needs of these pupils. Activities are matched carefully to their specific needs.

The teaching of pupils from ethnic minority groups is satisfactory and teachers ensure that they are fully included in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, with strengths in the provision of extra-curricular activities and equality of opportunity, which make this an inclusive school. The National Literacy and Numeracy Strategies are not implemented fully, with the result that standards in writing and mathematics are below average.
Provision for pupils with special educational needs	Satisfactory. Individual education plans contain clear, realistic, detailed and achievable targets. Learning support assistants work very effectively to support pupils.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good and makes a positive contribution to pupils' positive attitudes and very good behaviour and relationships. Teaching, including personal, social and health education lessons (PHSE), makes a strong contribution to pupils' very good personal development.
How well the school cares for its pupils	Good; the school cares for its pupils, particularly in terms of their day-to-day welfare and in their personal development. The use of the results of assessments to tell pupils where to go next in their learning is underdeveloped.

Parents who returned questionnaires were very supportive of the work of the school. In particular, they feel that the quality of teaching is good and that their children are happy at school. There are weaknesses in teachers' assessment against National Curriculum levels and in the use of the results of assessment information to plan pupils' future work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher in her short time at the school has made a significant start to addressing issues within the school, especially in raising targets and addressing underachievement. Many subject co-ordinators are newly appointed but have written good action plans intended to secure improvements in their subjects.
How well the governors fulfil their responsibilities	Satisfactory. All statutory responsibilities are fulfilled. Governors are supportive and have a clear understanding of the school's areas for development and improvement.
The school's evaluation of its performance	Good. The school is aware of its strengths and weaknesses; it is currently focusing on how to improve standards, particularly through the raising of targets.
The strategic use of resources	Satisfactory; funding for pupils with special educational needs is used effectively.

The accommodation is satisfactory for the pupils in the school, with the remodelling programme bringing about significant improvements. Staffing and resources are satisfactory and support pupils' learning. The significant strength of leadership and management is the headteacher's vision for the future of the school. The school successfully applies the principles of best value in its spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Teaching is good. • The school has high expectations of their children. • The school helps their children to become mature and responsible. • Their children make good progress at school. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

Nineteen parents attended the meeting with the registered inspector and 52 out of 147 questionnaires were returned. Inspection findings mainly support the positive views of parents, although progress in writing, mathematics and science is unsatisfactory. The school provides a good range of visits and visitors to support pupils' learning and a range of extra-curricular activities which are better than those found in most infant schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Foundation Stage

1. Children start school with standards which are average for the local education authority, although standards in speaking and listening are below average. As the result of good teaching, children make good progress in communication, language and literacy and, by the end of reception, meet the expectations of the early learning goals¹. Mathematical teaching is good and children exceed the expectations of the early learning goals in their mathematical development. In personal and social development, knowledge and understanding of the world, physical development and creative development, children meet expectations.

Years 1 and 2

2. The results of the Year 2002 National Curriculum assessments for pupils in Year 2 were average in reading, but below average in writing and mathematics. Although the proportion of pupils achieving the expected Level 2c² and above was average in the three subjects, the proportion achieving Level 2b and above was below average in reading, average in writing but well below average in mathematics and this depresses the overall results. At the higher Level 3 and above, results were above average in reading, below average in writing and average in mathematics. In comparison to those in similar schools³ nationally, results were average in reading and writing, but below average in mathematics. Boys achieved higher standards than girls and this reflects the trend of recent years. The school's results showed a dip in 2002, but they were still significantly higher than in previous years and confirm the trend of year-on-year improvement since the previous inspection. As a result of this improvement, the school received two school achievement awards.
3. In the Year 2002 teacher assessments for science, the results were average at Level 2 and above, but below average at the higher Level 3. In comparison with those in similar schools, results were average at Level 2 and above, but well below average at the higher Level 3.
4. The following factors have had an influence on standards in the last two years:
 - a period of two years with an acting headteacher following the illness of the previous headteacher and uncertainty as to when or if she would return;
 - a period in which the local education authority considered amalgamating the school with its neighbouring junior school;
 - the full-time equivalent of 3.4 teachers leaving and 3.5 joining the school;
 - the current headteacher has been in post since September 2002;
 - the deputy headteacher has returned to class teaching responsibilities since September 2002 following a period of acting headship;
 - two further class teachers new to the school since September 2002.

¹ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

² It is the national expectation that pupils should achieve Level 2 and above in the Year 2 National Curriculum assessments. Level 2 is divided into 2c, 2b and 2a, with 2a being the higher level.

³ Schools with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals.

5. Current inspection findings judge that standards are average in reading, with those in writing, mathematics and science below average. There is no significant variation between standards achieved by boys and girls. Standards, particularly in writing, mathematics and science, are not high enough because work is not matched carefully enough to the learning needs of pupils. In addition, teachers are not secure enough in their knowledge and understanding of what pupils need to achieve in order to reach the different National Curriculum levels for pupils in Year 2.
6. Current inspection findings judge that, by the end of Year 2, standards in information and communication technology meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In art and design, design and technology and physical education, standards exceed expectations for seven-year-olds. In these subjects, standards have improved since the previous inspection. In geography, history and music, standards meet expectations and have been maintained since the last inspection.
7. The standards that pupils with special educational needs attain are below those expected for the pupils' ages, but they are satisfactory in relation to their identified needs and targets. These targets are clear, specific, achievable and suitably challenging. In the main, pupils with special educational needs make satisfactory progress towards these targets, particularly in literacy and numeracy skills and in behaviour. Teachers track their progress satisfactorily in order to give them a chance to succeed. Relationships are very good throughout the school. Pupils' work is always valued and this encourages them to try harder. They receive additional help from dedicated support staff and make satisfactory progress when staff refer to their individual targets in planning work for them and focus on the development of language skills.
8. Pupils from ethnic minority groups achieve the same standards as their peers and there is no significant difference in the progress they make. These pupils are included fully in all lessons and receive the same quality of support as all pupils in the school.
9. Inspection evidence is consistent with the school having the capacity to improve. Since her appointment, the headteacher has recognised that standards in writing, mathematics and science are not high enough and the school's targets have been revised upwards. The headteacher has identified some degree of underachievement and is committed to raising standards by working towards raising expectations so that all pupils should achieve at least Level 2b.

Pupils' attitudes, values and personal development

10. Pupils' attitudes and behaviour are strengths of the school. They were good or better in nine out of ten of the lessons observed and very good in almost a quarter. These high figures are the direct result of the school's strong moral and social provision. As at the time of the previous inspection, pupils feel valued and respected. They have very good attitudes to school and their learning. A parent writes that the child 'seems to enjoy all aspects of her education'. The children in a reception class gasped with delight when they saw their new reading books. Pupils are very keen to answer teachers' questions. They eagerly use homework to extend their learning. For example, Year 2 pupils are finding out about the lifeboat heroine Grace Darling. They brought into class a rich store of information gathered from books and the Internet. In role play they became Grace Darling and an interviewer. They described how Grace's muscles ached as she kept the lifeboat steady for her father to rescue the passengers. They realised how sad a mother felt when two children died from the cold and wind on the rocks.
11. Pupils behave very well. Behaviour is orderly in lessons, as pupils move around the school and at breaktimes. They understand and respect the school rules and are eager to

win awards at the 'Sharing Assemblies'. The school's policy of full inclusion means it has few pupils with real behaviour difficulties. If one of these pupils misbehaves, the others do not allow this to detract from their learning. The school twice excluded a child in reception last year. It has not made any exclusions in the present year. There was no disruptive or aggressive behaviour in the week of the inspection. Bullying and serious disagreements are rare. Parents are confident that the school manages them effectively when necessary. Boys and girls work and play harmoniously together. Pupils make good use of the extra playground equipment that the parent-teacher association has provided recently. They keep the outside areas free from litter. They welcome visitors with courtesy and friendship.

12. The school's very good social provision leads pupils to relate very well to one another and to staff. Pupils learn well together in pairs and groups. An outstanding example came in a Year 2 dance lesson. Pupils created their own dance movements to symbolise the words of a poem about a 'Mean Machine'. They practised mirroring their partner's movements. All pupils, boys and girls, were totally committed to the quality of the dance. When they performed it to music at the end of the lesson the result was impressive. Pupils build up friendships across the different age groups. A parent says, 'The children talk about their friends. My daughter is in Year 2, but she has friends in reception as well'. Pupils are aware of the effect of their actions on others. Most pupils come from the small community around the school. They welcome the pupils from further away and make them feel fully included in the life of the school.
13. Pupils show very good personal responsibility. Every day there are two 'star pupils' in each class. They take the registers to the office and are responsible for looking after their class's playground equipment at breaktimes. Throughout the school, pupils take increasing responsibility for their learning. This will extend further when the school extends its target setting for individuals. Pupils are responsible for looking after the resources in their classroom and keeping it tidy.
14. Attendance is good. Last year the rate was 0.2 per cent above the national primary average, and the rate for infant schools nationwide is lower than that for primary schools. Pupils are punctual. They arrive in good time for registration and lessons start promptly.

HOW WELL ARE PUPILS TAUGHT?

15. The previous inspection report judged the quality of teaching to be satisfactory or better in 89 per cent of lessons, with 11 per cent judged to be unsatisfactory. Although there was no direct key issue arising from this, a weakness was evident in teachers' planning not meeting pupils' individual needs. In addition, expectations were not sufficiently clear and work was not demanding enough. Current inspection findings judge that these weaknesses remain and are a contributory factor to standards not being high enough.
16. During the current inspection, in lessons observed, the quality of teaching was good and had a positive impact on pupils' very good attitudes, behaviour and relationships. In addition, it contributes to the good standards achieved in art and design, design and technology and physical education. Seventy per cent of lessons were judged to be good, including 17 per cent which were very good. One lesson was excellent; this was in dance in Year 2. The remaining 30 per cent of lessons were satisfactory.
17. However, when taking into consideration all inspection evidence, especially the analysis of pupils' work, there are weaknesses in teaching which mean that overall the quality of teaching in the school is satisfactory. The key weaknesses are that teachers do not plan work to meet the different learning needs of pupils and expectations of what pupils should achieve in lessons are often too low. In addition, there are weaknesses in teachers' knowledge and understanding of National Curriculum levels, with the result that

assessments of pupils' learning are inaccurate. In lessons it is not always made clear to pupils how much work they should do, nor is there sufficient extension work available for those who finish. In one lesson a pupil asked, 'What should we do if we finish?' The reply was, 'Don't worry. You will need the time'. In fact, the pupil did finish the task and had no challenging extension work. Teachers' marking is often too generous, with examples of the word 'excellent' for work which is not of a high standard.

18. The teaching of children in reception is good and makes a strong contribution to the good progress they make in the key skills of communication, language and literacy and mathematical development. Teachers have a good understanding of the teaching of key skills. Planning is good, including that for learning support assistants when they work with groups of pupils. However, learning support assistants are underused in whole-class sessions and teachers miss opportunities to use them, for example in making assessment notes. In lessons, teachers provide a good balance of adult-led activities and those which children choose for themselves.
19. The quality of teaching in literacy is satisfactory. No unsatisfactory lessons were seen in English. Pupils are managed very well and relationships in English lessons are very good. Pupils are keen to please their teachers. They show interest and behave very well, even when they are sitting for very long periods. Lessons are planned and based on the Literacy Hour structure. However, there is an imbalance in the amount of time given to teacher input and pupils' contributions. Teachers' subject knowledge is satisfactory, but their expectations of their pupils are not high enough in terms of either the quantity or the quality of work carried out.
20. The teaching of numeracy is satisfactory. It is stronger in those lessons where planning meets the different learning needs of pupils and teachers make their own worksheets to support their planning rather than relying on commercially produced ones. A key weakness arising from the analysis of pupils' work is giving them the same commercially produced worksheet irrespective of their ability. In addition, too little work is recorded and there is insufficient evidence of more able pupils being given demanding and challenging extension work.
21. The teaching of pupils with special educational needs is satisfactory. This is because they have been accurately assessed using outside agency support if necessary and their individual education plans are targeted carefully to help them learn. Most teachers use a range of successful strategies to motivate, involve and challenge pupils and regularly monitor the progress they are making towards achieving their targets. The co-ordinator for special educational needs plans work well by using a range of different activities, games and computer programs to motivate and interest the pupils. Teachers need to ensure that these pupils are given more opportunities to speak and explain in order to improve their English skills. Most records are well maintained and regularly updated to enable teachers to carefully track progress. Learning support assistants work effectively with these pupils in small groups, but their work in plenary sessions is less effective. The school needs to ensure that better use is made of this important resource. Learning support assistants should be supporting pupils' learning or helping teachers assess pupils' understanding in all parts of the lessons.
22. The teaching of pupils from ethnic minority groups is satisfactory and contributes to them achieving the same standards and rate of progress as their peers. They are included fully in lessons, for example contributing to question-and-answer sessions. In the group work part of lessons they receive the same quality of support and encouragement from teachers and learning support assistants as the rest of their classmates.
23. The teaching of information and communication technology is satisfactory. Currently each class has two computers and teachers mainly use these effectively to support pupils'

learning. Support is stronger in literacy than in numeracy, where there is insufficient use of computers in lessons to extend pupils' skills. Good use is made of the two computers with Internet access and pupils benefit from frequent opportunities to carry out research, for example into Florence Nightingale. As a result they make good use of their reading skills in carrying out historical enquiry.

24. In the best lessons, teachers show good subject knowledge which they pass on with interest and enthusiasm to pupils. For example, in a Year 2 information and communication technology lesson the teacher's effective explanation and demonstration of how to use the word-processor to write captions resulted in pupils making good progress in the lesson. They successfully wrote captions for their 'Katie Morag' display and printed them out. Where teaching is effective, lesson planning meets pupils' different learning needs. For example, in a Year 1 numeracy lesson on place value, more able pupils were given a task using hundreds, tens and units, average ability pupils performed a task with tens and units, with less able pupils consolidating their knowledge of reading, writing and ordering numbers to 20. However, all inspection evidence suggests that this quality of planning is the exception rather than the rule.
25. Teachers make effective use of resources in most lessons to support pupils' learning. A strength is the planned use of learning support assistants to work with pupils in the group work part of lessons. Teachers give clear guidance and, as a result, learning support assistants work well with pupils, especially those with special educational needs or below average ability. As a result, these pupils make good progress in lessons. Teachers make satisfactory use of homework to support pupils' learning.

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

26. The school has maintained the broad and balanced curriculum reported by the previous inspection.
27. The curriculum for children in the reception classes is broad and meets the requirements of the Foundation Stage of learning for young children. They are provided with a wide range of activities which help them make a sound start to their education. Activities and lessons are planned within the six areas of learning, with a good balance between those which children choose for themselves and those which are led by adults.
28. The curriculum for pupils in Years 1 and 2 is broad and includes all of the subjects of the National Curriculum, including religious education. Sex education and drugs education are provided appropriately for pupils of this age within the science curriculum. The provision for personal, social and health education is good and has a positive impact on the way in which pupils behave and form relationships with one another and the adults in the school. Strategies for teaching literacy and numeracy are being implemented. However, their impact is being restricted by:
 - a lack of rigour in applying basic skills, such as phonics to improve spelling;
 - teachers' expectations, which are not sufficiently high.
29. The school's yearly planning ensures that all subjects are planned with appropriate time allocations. However, there are some areas within subjects that are not given sufficient emphasis, for example composition in music and investigations in mathematics. Each subject has a detailed scheme of work which provides support for teachers' planning. Some of these are based on the Qualifications and Curriculum Authority guidance; others are a blend of that guidance and the school's own ideas to make the work more relevant to its pupils. The curriculum is currently under review with the intention of introducing a more topic-based approach.

30. This is an inclusive school. The good relationships between staff and pupils and the warm family atmosphere create an ethos in which all pupils are keen to learn. Pupils withdrawn for individual or small group support carry out the same work as those in class. Those with behaviour problems receive appropriate support. The school works hard to ensure that all pupils have equal access to the curriculum and that they are fully included in all activities. Teachers work closely together to plan work each half term, weekly and on a daily basis to ensure that pupils of the same age in different classes are given the same curriculum. Pupils from ethnic minority families are included fully in all aspects of the school.
31. The provision for pupils with special educational needs is satisfactory. The school provides support, either in class or in small groups outside the classroom depending on the needs of the individual pupils. Teachers have copies of pupils' individual education plans and they are used to effectively plan suitable work to meet the needs of individuals. The school ensures that the provision outlined in pupils' Statements of Special Educational Needs is in place and is reviewed annually in line with Code of Practice⁴ guidance. A register of more able pupils has been set up, but the provision for their needs is unsatisfactory, with the result that they do not reach the standards of which they are capable.
32. The school provides a good range of extra-curricular activities. This is a concern of some parents that is not upheld by the inspection findings. A series of clubs are organised every summer term. The most recent included tennis, art, football, board games and computers. A music club run by local students was very popular. There is an after-school club run by parents, and the school is currently canvassing opinion about the introduction of a French club run by an external agency. There are a wide range of visitors which enrich the curriculum; for example, drama workshops, theatre groups, a steel band and an artist in residence who worked with pupils to make banners for the Queen's Golden Jubilee visit to Bath. Pupils are taken on a range of visits to support their work in the curriculum, for example to local gardens, to a farm and to local shops. Liaison with other local infant schools is promoted when pupils take part in music workshops and concerts. Links with the community are fostered when children entertain elderly residents at harvest and Christmas. Visits from the community police and the ambulance and fire service all make a positive contribution to the pupils' awareness of the community around them. Older pupils spend time at the junior school, which prepares them efficiently for the next stage of their learning.
33. The school provides very well for pupils' spiritual, moral, social and cultural education. The previous report judged this aspect 'at least satisfactory'. The school has built its provision strongly, both in assemblies and lessons, and with an increased range of visits and visitors. These capture pupils' enthusiasm and interest and have a very positive impact on their learning.
34. There is very good provision for pupils' spiritual development. This is an improvement since the last inspection. The assemblies meet statutory requirements. They give pupils ample opportunity to reflect about themselves and the wider world. A local vicar often comes into school and leads some assemblies. Moments of spirituality take place in religious education lessons. For example, a Year 2 pupil said, 'People go to church so that God can see them'. Last summer, teachers helped pupils observe the wonder of growing plants in the wild life area. The recent cold weather enabled teachers to focus on frost and snow. Pupils enthusiastically wrote poetry in response. Music plays an important part in the spiritual life of the school. Pupils sing well and eagerly take part in concerts and the music club run by students from Bath Spa University. A governor showed Year 2 pupils

⁴ 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 2001 Education Act.

how to make Christingles. At a Christmas assembly the whole school sang carols in the hall by the light of their Christingle candles.

35. The school's strong ethos leads to very good moral development. Teaching and support staff provide very good role models. In assemblies and displays the school sets up a moral framework in which pupils take responsibility for their own moral decisions. They have a clear understanding of right and wrong. Pupils know the rewards and sanctions in the school rules and perceive them to be fair. They have the opportunity to discuss moral issues during the regular 'Circle Time'⁵ lessons. Each week the 'Sharing Assembly' rewards pupils for good behaviour.
36. The school has as its motto 'Together we learn' and provides very well for pupils' social development. From the reception classes onwards, staff ask children to work together in pairs and groups and to listen to one another in turn. This good teamwork has a positive impact on their learning. At break times all three year groups play together in the playground. Having a separate dining hall enhances the school's midday break. Lunch is a sociable occasion and pupils still have plenty of time to play. They are aware of their responsibilities to communities beyond the school. The school organises charity collections and pupils give good support. Last term they collected fresh garden produce for the elderly and groceries for the local homeless. They raised funds for children at a local hospital. They filled more than 50 shoe boxes with toys for children in Eastern Europe. These activities help pupils understand how to be good citizens of the wider world they live in.
37. Provision for cultural development is very good. The wide range of visits and visitors helps to build pupils' self-esteem and widen their horizons. Bath Theatre Royal leads after-school drama workshops. Other theatre groups present dramatic productions through the year. Musical presentations range from a beautiful concert of unaccompanied singing by teachers from Bath Music Service to a virtuoso performance on a musical saw by a famous local busker. A steel band performed Caribbean music and led pupils in a workshop. At the end of last term the school featured colourful displays about Eid and Diwali as well as Christmas. The school brings in people from different cultures. A French and a Brazilian student are helping at school this year. As part of the school's international arts week later this term an Australian dancer will lead dance workshops based on aboriginal stories.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school continues the good care reported by the previous inspection. It has updated its policy for health and safety. It has a specific policy to manage risk during the extensive building works to improve classroom and office accommodation. Governors check the situation with the contractors each month. They recently negotiated improvements in the fencing between the building site and the playground. The governing body carries out a full inspection of the premises every year. The caretaker checks the site every day and repairs most defects as they arise. He keeps the school in a good, clean condition and this contributes to pupils working in pleasant surroundings.
39. At the pre-inspection meeting a parent said, 'The children are very well cared for at school'. Arrangements for first aid are impressive. Eight members of staff have full certificates and two others will train later this term. The school keeps written records and notifies parents when there is an injury. The headteacher is the designated teacher for child protection. The school follows the local procedures and works closely with local agencies.

⁵ During eCircle #Time pupils discuss a wide range of issues. They agree that nobody will interrupt and only one person at a time will speak. They will respect other pupils' views. Pupils therefore feel confident that they can talk with ease and free from any form of interference of interruption from other children.

40. The monitoring of pupils' learning is satisfactory. However, the school has not addressed fully the key issue relating to assessment in the previous report. This is because of the many changes in teaching staff since the last inspection. The recently appointed headteacher is very aware that this is an area for development. The latest school improvement plan focuses on aspects of assessment such as target setting.
41. The procedures for assessing pupils' attainment and progress in English, mathematics and science are satisfactory. The school carefully assesses attainment when pupils enter full-time education. It uses this assessment to help identify pupils with special educational needs at an early stage. Regular and systematic assessment tasks follow as pupils progress through the school. The school uses the analysis of national tests to identify any areas of weakness in the curriculum which require extra work. Tracking pupils' achievements to monitor their progress is a very recent innovation. This has not had time to make an impact on progress or standards.
42. The use of assessment remains unsatisfactory overall. Some records of day-to-day work, for example the reading records, include good evaluative, informative comments. Classroom assistants sometimes work closely and well with teachers by recording pupils' responses to work during lessons. However, these good practices are inconsistent. The use of assessment to guide teachers when planning the next stage of learning is under-developed. As a result, teachers do not plan sufficiently well for pupils who learn at different rates. This has a detrimental effect on progress, especially for more able pupils. Teachers set targets for individual pupils in some subjects and in some classes. One class has very good targets that pupils can read and understand to help them improve their writing. However, this is not the usual practice and some pupils do not know what they have to do in order to improve their work. The school meets the requirements of the new Code of Practice in support of pupils with special educational needs. It provides well for pupils with Statements.
43. Subject co-ordinators collect portfolios of examples of pupils' work. They mark and use them to demonstrate the levels of work achieved. This happens, for example, in English. However, it is some time since the staff met to moderate examples of work and agree on the standards that match the levels described in the National Curriculum. In addition, due to the recent changes in staff, few current teachers have attended meetings with local schools. They do not share the same understanding of the levels to be achieved by pupils in different year groups. Teachers' assessments are sometimes insecure and their expectations of pupils' levels of work are not high enough. This has a negative impact on standards.
44. The school provides good monitoring of pupils' personal development. Even the newly arrived teachers know their pupils well. Progress in attitudes, behaviour, relationships and personal development features prominently in the meetings with parents. The children's personal progress also plays an important part in the annual reports. For example, a pupil 'has gained confidence this year in all aspects of school life. She is polite and well mannered. She is a well liked member of the class and has many friends'.
45. There is good support for pupils' personal development. The school's strength in very good moral and social provision helps pupils to work together effectively as they learn. Awards at the weekly 'Sharing Assemblies' encourage pupils' achievements outside school. Week by week, the 'Golden Board' displays medals and awards that pupils have won for gymnastics, swimming, drama, ballet and piano. Pupils have classroom responsibilities in all the classes. Each day, two different 'star pupils' in each class take the register to the office and look after the class's playground equipment.

46. Procedures to sustain good attendance are working well. Teachers take the registers promptly at the start of each session. The school asks parents of any pupil arriving after registration to give the reason in the 'late book'. This encourages good punctuality and there are few latecomers. The school reminds parents that family holidays in term time have an adverse effect on their children's learning. The secretary records all holiday absences. The school alerts parents if they apply for more than ten days in a school year.
47. The school has very good procedures to improve behaviour. It aims to 'promote a happy atmosphere, conducive to learning'. At the pre-inspection meeting, parents agreed that the 'Golden Award' system was encouraging pupils to behave well. The school has clear guidelines for dealing with poor behaviour. These are very effective against bullying, harassment and other oppressive behaviour. Teachers manage their classes well in lessons. The building works and restriction of the playground area have the potential to create problems at break times. Parents at the pre-inspection meeting were aware of the difficulty and pleased that the school has increased the number of assistants. They give high quality support in the playground and in hall at lunchtime.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents have a very good opinion of the school. East Twerton is a distinct community and parents see Oldfield Park as 'their school'. They are pleased that the school has a new headteacher and is getting new classrooms. Answers to the questionnaire show very favourable responses. Parents value the way the school works with them and gives them good information. They say it has high expectations of their children. The only concern, from a minority of parents, is the range of activities outside lessons. The inspection finds that the school has a good range of activities, which is greater than that offered at most infant schools. These include music and drama, both viewing and performing, and a sports club for Year 2 in the summer term.
49. The school has very good links with parents. It makes an excellent start with the 'Rainbow Room', which parents and children visit before they join their reception class. A mother says, 'It is brilliant. There are lots of activities for the children to join in. They can borrow things and take them home. The children's paintings are well displayed. It's a really positive environment'. Parents say they find that the headteacher and class teachers are ready to discuss concerns informally. There are also regular meetings. In the autumn term, parents meet their child's teacher at class tea parties. In the spring term, teachers hold parents' evenings to review the progress of children in Years 1 and 2. They discuss pupils' annual reports at the end of the summer term. Parents of pupils with special educational needs take part in reviews of their individual education plans. The parent-teacher association arranges events, such as the Christmas and summer fairs, in which pupils take a full part. The events help develop pupils' confidence and social skills. They successfully raise funds that help to pay for educational outings, visiting theatre groups and extra equipment. These add significantly to pupils' life at school.
50. Parents get very good information from the school. Last summer's annual reports were well presented and individual to each child. They covered in detail what the children know and can do in English, mathematics and science and gave shorter comments on the other subjects. They included a sensitive section on the children's personal development. However, they were not setting targets for improvement as teachers did not have adequate assessment information at that time. The school plans to include target setting in its reports this year. At the start of each term, the school sends parents an account of what their children will be studying and the topic for the term. Parents get frequent newsletters about events and life at school. The governors' annual report and the prospectus are clear and easy to read. Both documents meet the statutory requirements.

51. Parents make a good contribution to their children's learning. They accompany pupils on educational visits in the locality. They give very good support to their children when they have homework. Reception, Year 1 and Year 2 classes take home reading books regularly. Parents regularly share books with their children. Each child has a reading record, which parents and teachers fill in regularly. Unusually for an infant school, Years 1 and 2 tackle projects at home. With the help of their families they research a topic each term, using books and the Internet. The present project about the lifeboat heroine Grace Darling has really captured pupils' imagination.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management of the school are satisfactory. The headteacher joined the school in September 2002 and has quickly established very good relationships with all the staff. She has set a tone for learning that includes good attitudes to work and harmonious relationships. Staff understand the role they are encouraged to play in the development and running of the school and know that their contribution to the school is appreciated. Staff provide the headteacher with good support and there is a good team spirit, with a shared commitment to improvement. For example, all the staff, and as wide a range as possible of other people associated with the school, will work together this term to revise the school's aims and values. This will ensure that they are relevant for this school at this time and that everyone is committed to them. The leadership and management of the school are clear about the strengths and weaknesses, but have yet to implement all the necessary ways of securing improvement. The school development plan is better than at the time of the last inspection. Clear priorities for development have been set, with timescales, costing and monitoring arrangements.
53. The work of the co-ordinators in school showed that they provide at least satisfactory leadership and management of their subjects. Some of the co-ordinators are new to their posts, but they are clear about their roles and responsibilities. There is a detailed policy for monitoring that has been recently developed, but very little monitoring of teaching and learning has taken place in subjects other than mathematics and English. This is a weakness that has resulted in an inconsistent approach by teachers to recording pupils' progress and a lack of information about teachers' knowledge of National Curriculum levels.
54. The school is managed satisfactorily. There is a sound school improvement plan based on a satisfactory analysis of the strengths and weaknesses in the school. Staff and governors are fully involved in the planning process. The school did not meet all targets for the previous school year but has put in place strategies to deal with this. For example, they have included improvement in the teaching of mathematics in the performance management plan for the teachers. The headteacher has recently revised the targets upwards for this year after assessing the Year 2 pupils. The targets for this year are appropriate and linked to a plan of action in the school development plan. Governors work closely with the headteacher in the financial planning of the school. The large under-spend which has built up recently has now been allocated satisfactorily for developments, mainly associated with the opening of the new building and the new 'ICT-Suite'. Spending decisions relate directly to priorities for improvement and the benefit of pupils. There are effective lines of communication between headteacher and staff and between the school and parents.
55. The governors and headteacher have a satisfactory understanding of the need to ensure that the school follows the principles of best value. The school obtains good value in its purchases. However, it does not consult parents to find out how well they feel the school does. The school secretary carries out the day-to-day administration very well and gives good financial support to the headteacher and the governors. The school has carried out all the recommendations of the auditor's report. The school appreciates the good support

that is given by the local education authority in assisting with financial matters. The school makes sure that it allocates grants for staff training appropriately to support targets in the school development plan that relate directly to pupils' learning. The school makes good use of information and communication technology to support financial planning and accounting.

56. The governors are well organised and demonstrate a good understanding of their roles. Most governors are active in the life of the school and they all keep themselves informed about what is going on. An effective committee structure operates, with clear terms of reference. Governors have a clear picture of how the school performs and a good understanding of the school's strengths and weaknesses. The headteacher has started to report regularly to the governing body on standards. The governing body carries out all their statutory requirements. However, their monitoring role needs to be developed further to ensure that the school makes the necessary improvements to raise pupils' standards of achievement, particularly in mathematics, English and science.
57. The co-ordinator for special educational needs and the headteacher, who share the co-ordination of special educational needs, provide satisfactory leadership. The co-ordinator ensures that all pupils have been accurately assessed, using outside agencies when necessary, and ensures that pupils have relevant achievable targets. She has adequate opportunities to monitor and evaluate the work of colleagues and the use made of individual education plans. The school has reviewed the policy for special educational needs to ensure that it reflects the 2001 Code of Practice. The co-ordinator for special educational needs plans to finalise the policy with all the staff after she finishes an accreditation course this term. She intends to arrange further training for all staff at that time. The school provides a good level of resources, especially staffing to meet the needs of this group of pupils. However, the effective deployment of these staff at all times is inconsistent.
58. The school is well staffed with appropriately qualified and committed teachers, who are mainly well supported by dedicated and highly valued learning support assistants. Induction procedures for teachers new to the school and newly qualified teachers support new staff and help them to feel welcome. A useful staff book gives guidance on day-to-day procedures. Arrangements for performance management are good. Staff are encouraged to go on courses as a result of development needs identified during interviews with the headteacher. The school secretary, caretaker and midday supervisors make an important contribution to the smooth running of the school.
59. Currently the school is undergoing extensive building work to replace temporary classrooms in the playground. Under the circumstances, accommodation is satisfactory. Storage space for resources is sufficient, but at a premium. Good use is made of the school canteen when it is used for the after-school club. Staff work hard to make the school inviting with bright displays, although there is relatively little pupils' work on display in some classrooms. Due to the building work, the playground facilities are somewhat limited, but the school has good plans to involve the community in improving the environment when building is complete. The small wild ground area is a useful asset. All accommodation is clean and well maintained.
60. The school has sufficient resources to support all curriculum areas. Resources for science are good. Children in the reception classes have adequate resources for lessons and play, although they are not always used sufficiently or to provide a suitably stimulating environment. There are plentiful supplies of 'big books' for literacy teaching, but the library contains too many well-worn and inappropriate books for pupils of this age. Each class has a book corner, but the storage is not conducive to easy or good book handling and display. The curriculum is currently under review and when the new building work is

complete the school plans to resite the library. Currently, teachers make effective use of resources to support pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to raise standards and improve the quality of education for its pupils, the headteacher, staff and governors should:

- (1) raise standards in writing, mathematics and science by:
 - improving the quality of teachers' planning to ensure that work is matched carefully to the different learning needs of pupils;
 - improving expectations as to what pupils should achieve in lessons, including planned extension work, especially for the more able;
 - ensuring that teachers' marking is not over-generous in the use of praise; (paragraphs 2-3, 5, 9, 17, 19-20, 28, 71, 74-77, 79-81, 84, 86, 88-89, 104)
- (2) improve teachers' knowledge and understanding of what pupils need to achieve in order to reach the different levels within the National Curriculum for pupils in Year 2; (paragraphs 5, 17, 43)
- (3) improve the use of the results of assessment information and data to plan pupils' future work. (paragraphs 41-43)

In addition, the governing body may wish to include the following for possible inclusion in its action plan:

- improving the consistency of the use of learning support assistants to support teachers in whole-class lesson introductions and/or plenary sessions, for example in the day-to-day assessment of pupils' learning; (paragraphs 18, 21, 42, 57)
- providing pupils with more planned opportunities to improve their speaking and listening skills in all subjects. (paragraph 72)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
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
Number	1	6	22	13	0	0	0
Percentage	2	14	53	31	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	147
Number of full-time pupils known to be eligible for free school meals	14

FTE means full-time equivalent.

Special educational needs

	YR – Y2
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	19

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	20	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	16	16	16
	Girls	17	18	18
	Total	33	34	34
Percentage of pupils at NC Level 2 or above	School	89 (87)	92 (91)	92 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	16	16	16
	Girls	18	16	18
	Total	34	32	34
Percentage of pupils at NC Level 2 or above	School	92 (89)	86 (89)	92 (98)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	113	2	0
White – Irish	1	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	19.6
Average class size	24.5

Education support staff: YR – Y2

Total number of education support staff	6
Total aggregate hours worked per week	140

Financial year	2001/2002
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	£
Total income	350,099
Total expenditure	337,612
Expenditure per pupil	2,538
Balance brought forward from previous year	55,324
Balance carried forward to next year	67,811

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.4
Number of teachers appointed to the school during the last two years	3.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 35.4%

Number of questionnaires sent out	147
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	2	0	0
My child is making good progress in school.	68	32	0	0	0
Behaviour in the school is good.	56	40	0	0	4
My child gets the right amount of work to do at home.	64	30	6	0	0
The teaching is good.	72	26	0	0	2
I am kept well informed about how my child is getting on.	52	48	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	20	2	0	0
The school expects my child to work hard and achieve his or her best.	48	52	0	0	0
The school works closely with parents.	50	48	0	0	2
The school is well led and managed.	58	34	0	0	8
The school is helping my child become mature and responsible.	62	34	0	0	4
The school provides an interesting range of activities outside lessons.	10	36	26	2	26

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

Personal, social and emotional development

62. Children make satisfactory progress in this area of learning and, by the time they start Year 1, meet the expectations of the early learning goals. Children come into school happily each morning and settle quickly on the carpet for registration. They know the importance of listening carefully for their name and they respond with a polite 'Good morning'. In lessons, children take turns fairly and sustain concentration on the activities they choose for themselves. They enjoy working with adults, including parent helpers, and relationships are good. Most children are confident in putting their coats on at playtime and in undressing and dressing before and after lessons in the hall. Teaching is satisfactory, with strengths in the quality of relationships expected between children and between children and adults. At the end of sessions, children are helpful and co-operative in tidying up.

Communication, language and literacy

63. Children make good progress in this area of learning, especially as it is the weakest area when they start school, particularly in speaking and listening. As a result of good teaching, children meet the expectations of the early learning goals, with more able children exceeding them. Teachers and learning support assistants work hard to develop speaking and listening skills. In whole-class lesson introductions, children are taught the importance of listening to adults and to each other. They are encouraged to ask and answer questions, for example when listening to stories. When listening to the story 'The Owl's Lesson', the teacher asked, 'Why did the owl crash into the pine tree?' This encouraged children to talk about the story as well as developing their reading comprehension skills.
64. Children enjoy listening to stories and looking at books with friends in the 'Book Corners'. They know that print conveys meaning and that books are read from left to right. Children understand the terms 'author' and 'illustrator'. The teaching of key skills is good and children make good progress in their knowledge of letter sounds. They are confident in giving words which start with, for example, 'b' and 's'. By the end of reception most pupils are established on the school's reading scheme.
65. Most children write their own names unaided and by the end of reception many write simple sentences unaided. Children know that you can write for different purposes, for example writing a class story and taking orders from customers in the 'toy shop'. They label the parts of the body accurately. Children work hard with handwriting and letter formation is good.

Mathematical development

66. As the result of good teaching, children make good progress in this area of learning and exceed the expectations of the early learning goals. Children read, write and order numbers to 20 and are confident in rearranging numbers on a number line from 0 to 20 when they are mixed up. Children know the days of the week and make good progress in understanding the months of the year. Most understand 'one more than' and 'one less than', with more able children confident in counting by 'two more than' and 'three more than'. They enjoy singing familiar number songs, such as 'One man went to mow a meadow'. Children are accurate in naming common two-dimensional shapes such as triangles, circles, squares and rectangles.

Knowledge and understanding of the world

67. Progress in this area of learning is satisfactory and children meet the expectations of the early learning goals by the end of reception. Teaching is satisfactory, with strengths in developing children's computer and technology skills. Children are confident in the use of the mouse and keyboard when using programs, especially 'click and drag'. They show good skills in using the digital camera to take pictures of people and places within the school. Children show a good understanding of the Christmas Story and the main characters. They enjoy making their own models, including three-dimensional 'models' of members of their families. Children are confident in using construction kits to build railway and road layouts. They show a developing understanding of the past when they look at new and old toys. Children know and understand how time passes when they investigate how a candle burns.

Physical development

68. Children meet the expectations of the early learning goals by the end of reception. Teaching is satisfactory. Children have regular opportunities for outdoor play and will benefit further when the remodelling of the school is finished, as both classes will have an outdoor play area rather than having to share one. Children are confident in riding large-wheeled toys, including tricycles. In the hall, children show a good awareness of space and show satisfactory skills for their age in throwing and catching a beanbag. When working on practical activities, children show satisfactory skills in cutting and sticking.

Creative development

69. Progress in this area is satisfactory and, by the end of reception, children meet the expectations of the early learning goals. Teaching is satisfactory, with strengths in the teaching of music. Children enjoy singing and performing actions to the song 'I can play my drum in the band'. They respond well to the teacher being the 'conductor' by playing their percussion instruments 'loud' or 'quiet' at the correct time. Children enjoy using paint in, for example, pictures of characters from their favourite nursery rhymes. Their paintings of tigers linked to the story 'The Tiger who came to Tea' show good imagination and use of colour. Children enjoy role-play and during the inspection were busy acting as customers or the shopkeeper in the 'Toy Shop'. It was interesting that whenever an adult 'entered the shop' prices rose astronomically, 'That will be sixty pounds, please'. Clearly they are budding businessmen and women.

ENGLISH

70. By the time pupils leave the school at the age of seven, standards in English are below average. Standards are average in reading and listening skills and below average in speaking and writing. When compared to the findings of the previous inspection report, standards have declined, although the results of the National Curriculum tests show that standards in reading have remained stable.
71. Children start school with average standards of achievement, although there are weaknesses in speaking and listening. They make satisfactory progress in reading and in listening skills. However, progress in writing and speaking is unsatisfactory. Pupils with special educational needs make appropriate progress in line with their abilities. More able pupils do not make sufficient progress because they are not challenged appropriately. There is no difference between the attainment of boys and girls. The school is implementing the National Literacy Strategy. However, its effectiveness is reduced by overlong periods with pupils sitting on carpets listening to teachers. As a result there is little time for the pupils themselves to become active participants or to complete work of a

high enough quality or quantity. Other key factors contributing to the unsatisfactory standards and progress are:

- a lack of rigour in the use throughout the curriculum of the basic phonic, grammar and writing skills taught in the Literacy Hour;
- low expectations due to teachers' misunderstanding of the levels at which pupils in each year group should be working;
- insufficient opportunities for pupils to talk and engage in activities such as role play.

72. Standards in listening skills are average. Pupils listen carefully and with respect to their teachers in lessons, assemblies and story time. When given the opportunity to speak and contribute to lessons, pupils' standards in speaking are sometimes quite mature. For example, in a religious education lesson about ceremonies a pupil explains that white is used in a wedding because it 'is a pure colour'. When asked to share ideas with partners, pupils do so with animation and enthusiasm, encouraging one another with comments such as 'That's a good word!' Pupils greet and speak to visitors with confidence. However, too many do not speak clearly when responding in lessons and their sentences are often not well constructed and not corrected sufficiently. For example, when asked to describe an object, pupils' responses of 'One of those things' and 'One of them that you do this with' were not followed by any further demands from the teacher. The long time sitting on the carpet listening to teachers during literacy leaves little time for pupils to make their own contributions or interact with one another in activities such as role play.
73. Standards in reading are average and pupils enjoy reading. They read correctly and begin to develop expression. They use satisfactory phonic skills and the context of the story to help build and read words such as 'is-land...island!' Pupils use the library with enthusiasm, are keen to show one another various books and remind each other to use the 'browsing paddle'. They explain and use 'index' and 'contents' correctly and know 'glossary' but find that more difficult to explain. They begin to appreciate the humour in books and are keen to share the joke, for example, when Toad 'fell in the river and had soggy sandwiches!' Home-school reading records contain useful comments by adults and sometimes children, which show their enjoyment of the books read. Teachers' reading records also contain useful evaluative comments to help assess and promote reading skills.
74. Standards in writing are below average. This is because there is insufficient emphasis placed on the use and development of grammatical skills, phonics and handwriting. In one class, good targets are set to give individual pupils ideas about how to improve their work. This is beginning to be effective in raising pupils' standards in writing in that class. Pupils learn phonic blends such as 'oa' and 'igh' and suggest words with these sounds in them. However, teachers do not sufficiently require pupils to use the phonics learnt in order to spell words correctly when writing or recording work in other subjects. For example, pupils are told about their errors and given the corrections when using the computers and told, 'We're doing maths. Don't worry about spelling'. Because pupils spend so much time listening to teachers, there is insufficient time for them to express their ideas in coherent writing, some pupils writing as little as three or four words in a lesson. Time spent listening to teachers in other subjects means that there are insufficient opportunities for pupils to use writing skills throughout the curriculum, for example to express ideas in science, history and geography. There is also insufficient emphasis placed on well-formed handwriting. This is often untidy with no attempt to apply the formal joined writing exercises to pupils' own written work. As a result, pupils' handwriting is frequently poorly formed and difficult to read.
75. The quality of teaching is satisfactory. No unsatisfactory lessons were seen in English. Pupils are managed very well and relationships in English lessons are very good. Pupils are keen to please their teachers. They show interest and behave very well even when they are sitting for very long periods. Lessons are planned and based on the Literacy

Hour structure. However, there is an imbalance in the amount of time given to teacher input and pupils' contributions. Teachers' subject knowledge is satisfactory, but their expectations of their pupils are not high enough in terms of either the quantity or the quality of work carried out. An analysis of work demonstrated some lack of understanding of what pupils are expected to be able to do by the time they leave the school, with much of the work being given over-generous marks. Work is not planned sufficiently for pupils who learn at different rates in the same class. As a result, they do not achieve high enough standards, especially the more able pupils. The co-ordinator collects samples of pupils' work, but a large proportion of teachers are new to the school and have not had an opportunity to moderate work together or with colleagues from other schools. Resources for English are satisfactory. Many of the library books are rather worn; some are inappropriate for the age of the pupils. However, when the new building work is complete, the school has plans to resite the library, review the curriculum and renew the book stock.

MATHEMATICS

76. By the end of Year 2, standards are below average. There is no significant variation in the standards achieved by boys and girls. Pupils with special educational needs make satisfactory progress and achieve the expected standards by the age of seven. Progress for other pupils is unsatisfactory, including those from ethnic minority groups. As measured against the National Curriculum assessments, standards have improved year-on-year since the previous inspection. As measured against the findings of the previous inspection report, standards have declined.
77. The key factors contributing to below average standards are:
- teachers' lesson planning which does not meet the different learning needs of pupils, especially the more able;
 - pupils not being sufficiently challenged in lessons;
 - weaknesses in teachers' knowledge and understanding of what pupils need to achieve in order to reach the National Curriculum levels for pupils in Year 2;
 - very limited recorded work;
 - insufficient opportunities to use information and communication technology to support learning;
 - an overuse of commercially produced photocopied worksheets, including unnecessary colouring in which neither challenges nor extends pupils' mathematical thinking.
78. When given the opportunity, pupils show satisfactory skills in reading and understanding simple mathematical problems. However, they are less secure in writing their own problems. Inspection evidence indicates that pupils have too few opportunities to use computers in numeracy lessons to support their learning.
79. Standards in the use and application of mathematics in problem solving and investigations are below average. The analysis of pupils' work showed little evidence of them solving mathematical problems or carrying out investigations. In Year 2, pupils accurately solve simple word problems such as, 'There are three boxes with six cars in each. How many cars are there altogether?' However, when asked to write their own problems, few were successful or chose to do so.
80. Standards in number are below average. In mental arithmetic, standards are average because the mental/oral starter part of the lesson is usually challenging. By Year 2, pupils are accurate in counting forwards and backwards in fives and tens and are quick in doubling two-digit numbers. Most pupils read, write and order numbers to 100, but there is little recorded evidence of pupils working with larger numbers. Skills in addition and subtraction of tens and units are satisfactory, but more able pupils are not extended beyond this.

81. Standards in work on shape, space and measures are below average. In the Year 2002 teacher assessments for this aspect of mathematics, pupils were judged to be well below average. Inspection evidence is consistent with pupils having insufficient opportunities to work on this area of mathematics. By Year 2, pupils tell the time accurately to the hour and half hour and recognise common two- and three-dimensional shapes. Recorded evidence shows that pupils in Year 1 had completed the same photocopied worksheet on telling the time to the nearest hour and half hour as pupils in Year 2. This indicates unsatisfactory progress and weaknesses in planning and assessment.
82. In Year 1, pupils show satisfactory skills in completing accurate tally charts and using this information to complete graphs showing, for example, the number of different types of 'sweet' found in a bag of liquorice allsorts. There was no recorded evidence of data handling work in Year 2.
83. Based on all inspection evidence, teaching is satisfactory. The main strength is that in most lessons the mental/oral starter is challenging and contributes to pupils' satisfactory mental arithmetic skills. Within individual lessons during the inspection, teaching was good. In Year 1, pupils made good progress in understanding place value because the work was matched much more carefully to their needs. In addition, the teacher prepared her own worksheets and made good use of her own skills in information and communication technology in doing so. More able pupils had a more challenging task working with hundreds, tens and units and showed good knowledge of this, with more able boys confident in working with thousands. Pupils of average ability made good progress in understanding tens and units because the work challenged them. Pupils with special educational needs made good progress because work was matched carefully to their needs.
84. The main weaknesses in teaching arose from the analysis of pupils' work and these are identified in paragraph 75. Within the school and year groups there is some variation in the quality of marking and in expectations of how pupils should present their work and this contributes to unsatisfactory progress. Teachers' marking does not sufficiently guide pupils on how they can improve their work.
85. The subject co-ordinator, although not new to the school, has been co-ordinating the subject since September 2002. She has identified through her own monitoring of teaching and pupils' work the weaknesses in the subject. With the full support of the headteacher she has drawn up an action plan which is aimed at improving standards. The immediate decision to raise the school's targets for pupils' achievements in mathematics is a positive move. Inspection evidence is consistent with the school having the capacity to bring about the improvements needed.

SCIENCE

86. Standards in science are below average. In the two Year 2 lessons observed, standards met expectations. However, there was insufficient recorded work in the pupils' books and the standard of that work was below expectations. When pupils' prior attainment is taken into consideration they make unsatisfactory progress. This is a less satisfactory situation than at the time of the last inspection. There is no significant difference between the attainment of boys and girls. All pupils, including those with special educational needs, make similar progress and are included well in lessons, but teachers' planning does not take sufficient account of pupils' prior attainment. There is insufficient challenge for all pupils, particularly the more able.
87. Pupils in Year 1 have been learning about the importance of eating a healthy diet and of the benefits of exercise. They investigate and recognise the similarities and differences between materials and know that 'pushes' and 'pulls' are examples of forces. Year 2

pupils have been learning about 'sound' in addition to further work on 'the senses' and 'heartbeat'.

88. Teaching is satisfactory overall. In the lessons observed in Year 2, teaching was good. However, pupils do not make satisfactory progress overall. This is because there is insufficient recorded work and pupils, especially the more able, do not study the subject in sufficient depth. The school has developed its own scheme of work for science, which has been revised to ensure that it is up to date. This helps to ensure that pupils' learning is effectively based on what they have previously learned and that they cover the required elements of the National Curriculum. Teachers in the same year group share planning so pupils in the same year but different classes benefit from similar lessons. Good features of science teaching include the good emphasis on investigation. Pupils are encouraged to ask their own questions and find ways of answering them. Pupils, especially the more able, have insufficient opportunities to make decisions about how and what to record. At the moment most pupils are using the same format to record their findings in science.
89. Teachers are not using assessment to plan work that is relevant for pupils of different attainment and, consequently, in most lessons all pupils are doing the same task. However, teachers use resources effectively to increase pupils' understanding of investigations by, for example, having a sufficient amount of bulbs, wires and batteries to enable all pupils to investigate an electrical circuit individually and in pairs. Marking is unsatisfactory overall. In some instances work was not marked and in others marking did not show pupils how they could improve. Some good marking clearly indicated where pupils have had help to complete a task. The quality of pupils' presentation varies considerably across the classes and this area needs to be monitored to ensure consistency across the school. There are good links with other subjects. Pupils measure and count when they make and interpret graphs, which gives them good opportunities to apply their numeracy skills. They develop satisfactorily their literacy skills by using the library, computer programs and the Internet for research.
90. Pupils have good attitudes to science and behave well during lessons. They concentrate well and show interest in and enjoyment of science activities, particularly when they have the opportunity to engage in practical activities and to take some responsibility for their learning. This has a positive effect on their learning and helps them to make progress. In the Year 2 lessons, pupils worked together well, co-operatively and sensibly. There was a supportive and purposeful atmosphere in both classrooms.
91. The leadership and management of science are satisfactory. The co-ordinator has taken effective action to ensure that there is a satisfactory curriculum in place and that the resources for science are good. This is an improvement on the situation at the time of the last inspection. The co-ordinator plans to organise the science resources into topic boxes and will address the storage issue for these boxes as soon as space becomes available after the completion of the new building. Resources are good for all topics.
92. The monitoring of teaching and learning has not taken place. There was no analysis of last year's teacher assessments and, consequently, curricular targets have not been set. However, the co-ordinator believes that pupils' reasoning skills have improved as a direct effect of the emphasis that the school has been placing on speaking and listening. There is a useful system for finding out and keeping records of what pupils have learned at the end of each series of lessons. Teachers need to work together to ensure that there is a consistent approach to assessing pupils' work and that they use assessment information effectively when planning lessons so that pupils have different starting points which take account of prior attainment. The co-ordinator has recently satisfactorily updated the policy for science and identified the use of information and communication technology and the school grounds to support this subject as key areas for development. The library

resources for science are mainly old and often in a poor condition. There are very few recent additions to the library.

ART AND DESIGN

93. Standards in art and design exceed expectations for seven-year-olds. This is an improvement on the situation at the time of the last inspection report. In addition to the observation of two lessons in Year 2, photographic evidence from the school's art portfolio and evidence from displays and analysis of pupils' work support this judgement. Pupils develop good skills in drawing, painting and collage and use a satisfactory range of materials, which they combine for effect. Progress is satisfactory. All pupils are fully included in lessons, but insufficient emphasis is placed on the results of assessment of pupils' previous learning in the planning of lessons to ensure that work is matched to pupils' different learning needs. The school has applied for places on 'APEX', which is a Saturday morning programme for more able pupils, which will give particularly talented pupils in this subject an opportunity to extend their skills and knowledge.
94. In Year 1, pupils have been making a self-portrait to communicate ideas about themselves. Teachers used a good opportunity to develop pupils culturally when people's differences were stressed in order to show that this is what makes each individual special. Pupils have used their observational skills when looking in a mirror and colour-matching skills to represent themselves accurately. They used pastels for the two-dimensional work and for the three-dimensional representation they moulded papier-mache over balloons. They completed their work using wool and poster paint. This topic links well with the pupils' science topic 'Ourselves'. In Year 1, teachers created good links with religious education when pupils produced a mixed-media collage for the Harvest Festival and a collage of Diwali lamps. In the Year 2 lessons, pupils were learning how to create a picture using a simple printing block. Teachers created good opportunities in both classes for pupils to have time investigating the different effects they could create when printing with paint using their thumbs. Pupils investigated sensibly and with enjoyment and interest and some pupils produced good printed pictures of, for instance, a snake. However, it is important that teachers insist on pupils using the correct technique that relates to the learning objective for the lesson and do not allow the pupils to start to spread the paint rather than printing.
95. Photographic evidence showed pupils in Year 2 working on their contribution to a banner used for the Queen's visit to Bath for her Golden Jubilee last year. They had the opportunity to work with a visiting artist for this work. Both Year 1 and Year 2 have been working on colour mixing and there were good displays of this work in the hall. One Year 1 class has been learning about the work of Vincent Van Gogh. They have produced their own detailed version of his painting 'Sun Flowers'. The school has planned an 'International Arts Week' from 3 - 7 February 2003. It is looking forward to a wide range of activities including the opportunity to participate in creating pictures and dance inspired by Aboriginal art and stories. This work and displays of artefacts from Japan, India and Zimbabwe contribute well to pupils' cultural development. There are good links to other subjects, for instance, mathematics when pupils made symmetrical prints. In the past there have been good links with Bath Potters who have given the pupils opportunities to work with clay.
96. Pupils' attitudes and behaviour in art lessons are good. They work well co-operatively. However, pupils do not take sufficient responsibility for their own work by, for example, writing their names on their work themselves and preparing for printing and clearing away afterwards. They work enthusiastically and with enjoyment.
97. The leadership and management of this subject are satisfactory. The subject leader has just taken on the role and is very knowledgeable and enthusiastic about the subject. She

has developed an action plan with appropriately identified priorities. The scheme of work needs further development and this is recognised in the current school development plan. The policy has recently been updated. She has already developed a good portfolio of pupils' work. Resources are satisfactory, but the storage across the school needs improving after the new building is finished. The school recognises that it needs to improve the library resources, particularly books on famous artists. Monitoring of teaching and learning of this subject has not yet started as the subject leader is a new teacher. There is a recorded system of how well pupils are doing in the subject, but teachers need to use this information more effectively for lesson planning. The co-ordinator plans to revise this system so that it gives more detailed information on each pupil. While information and communication technology is used as an integral part of teaching and learning of art, its use needs to be developed.

DESIGN AND TECHNOLOGY

98. Standards in design and technology exceed expectations for seven-year-olds. Evidence gathered from the observation of three lessons, work on display and the portfolio of work support this judgement. All pupils, including those with special educational needs, are fully included in lessons, but teachers need to take more account of assessment information to ensure that work is planned that takes account of pupils' prior attainment.
99. Teaching of design and technology is good. This is because teachers question pupils well and give them opportunities to explain. Teachers resource the lessons well and consequently pupils produce good standards of work. Pupils discuss confidently the purposes of equipment and how it is joined together. For instance, Year 1 visited the playground and talked about which materials are good for use in making playground equipment and which materials would be unsuitable. Pupils design and make their own playground structures, thinking particularly about how they will make them, who they will be made for and how they will be used. They work collaboratively using construction kits to make a playground. In a Year 1 lesson observed, pupils learnt how a pop-up book works. They had lots of good ideas, for instance a dog wagging its tail, a girl waving her arms and an alligator moving its mouth. They then drew their designs. However, although the computer was turned on during this lesson, the teacher did not give the pupils the opportunity to use it. Year 2 pupils investigated different types of puppets. In particular, they looked at how the puppet had been made, the materials used, for whom it might have been made and how it worked. Teachers made good use of information and communication technology in this series of lessons by offering pupils the opportunity to see a video about puppet design. They then planned and designed their own rod and stick puppets. This linked well to their English work when pupils used their puppets in a shadow puppet play using the overhead projector to facilitate this work. Pupils are looking forward to finding out more about shadow puppets when the Museum of East Asian Art visits the school during International Arts Week. This work contributes very well to pupils' cultural development. Pupils show good skills in sewing cloth and felt to make hand and finger puppets.
100. Pupils' attitudes and behaviour are good in design and technology lessons. They enjoy all the processes involved.
101. The leadership and management of design and technology are good overall, but there is a weakness in formal monitoring of teaching and learning. The co-ordinator, who has held this role for just over four years, is clear about the roles and responsibilities of the job and is very enthusiastic about the subject. She has updated the schemes of work and ensured that the policy is up to date. There is a good improvement over the situation at the time of the last inspection. There is a good portfolio of pupils' work. The resources are good and the co-ordinator regularly checks to ensure that teachers have the resources they need.

She recognises that more work needs to be done on assessment to ensure that work is planned to take account of pupils' prior attainment.

GEOGRAPHY

102. Only one lesson in geography was observed during the inspection. However, evidence from that lesson and from completed work indicates that by the age of seven standards meet expectations and that pupils, including those with special educational needs, make satisfactory progress as they move through the school. This evidence also indicates that geography teaching is satisfactory.
103. Younger pupils learn where they live and how to write their address. They are interested in photographs of 'Barnaby Bear' in different parts of the world. They make maps of imaginary journeys and plan journeys in trains. Older pupils identify the countries of the United Kingdom and begin to compare their own location with St Lucia. The comparisons are continued in a topic based on the books about Katie Morag when they compare Bath to the Isle of Struay. They show a keen interest when shown a video of the island and discuss maps of Bath and Struay with enthusiasm, making comments such as 'Look! I can see....', 'There's the football pitch!' and 'We haven't got a lighthouse!' Very good use is made of homework when the Year 2 pupils carry out projects to support their work in school.
104. It is clear that teachers interest pupils and motivate them to want to learn more. However, some of the written work is not of a standard that would be expected from pupils of this age. Some marking is very generous and gives high praise to work that does not always merit it, for example where unsatisfactory handwriting and spelling make it almost illegible. There is little evidence to show the use of information and communication technology in geography. The co-ordinator is newly appointed and has not had sufficient time in the school to make an impact on standards. However, she has already carried out an audit of resources and has begun to monitor the geography curriculum and collate a portfolio of pupils' work. She has sensible plans to develop the scheme of work for geography when the anticipated review of the school's curriculum is complete. Resources for geography are adequate for the current topics.

HISTORY

105. Standards in history meet expectations by the time pupils leave the school at the age of seven. This maintains the position of the previous inspection report. Boys and girls make satisfactory progress. Those pupils with special educational needs make appropriate progress in line with their abilities. However, the lack of opportunities for extended writing in literacy has an impact on the standard of some of the written work in history, with a substantial amount of unsatisfactory quality. There is insufficient evidence of the use of numeracy in history.
106. Younger pupils develop an awareness of the passage of time and put forward interesting ideas about the age of toys. New toys are described as 'shiny', while on old ones the 'paint has worn away'. They place toys in a row from new to old, but are a little unsure about where one that is 'a little bit old' should go. Older pupils learn about Grace Darling and develop a good understanding of what her life and work achieved. They use role-play well to imagine what it must have been like to be shipwrecked and what Grace Darling must have felt when she rescued people. Research skills are developed well when good use is made of information and communication technology and non-fiction books to find out about the lives of famous people such as Florence Nightingale and Grace Darling. Very good use is made of homework in history when pupils carry out projects to support their work in class. They are very keen to do well and take a very great interest in their work.

107. Teaching in history is good and one very good lesson was observed. Teachers' knowledge of the subject is good and good questioning helps pupils to think carefully about what they are being asked to do. However, there are some inconsistencies in teaching. Sometimes pupils spend too long sitting on the carpet, which leaves insufficient time for them to record their own ideas. Similarly, in some classes, the teacher accepts low quality written work with insufficient correction bearing in mind work carried out during literacy lessons. A new member of staff is acting as a 'shadow' co-ordinator. Although new to the position of co-ordinator, she has some sensible ideas about how to develop her role and is being well supported by more experienced colleagues in the school. Resources for history are adequate and there are plans to re-examine them after the school's forthcoming curriculum review.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. Standards meet national expectations and pupils, irrespective of ability, gender or ethnicity, make satisfactory progress in their learning.
109. Pupils successfully use and apply their literacy skills when using computers. Reading skills are used when pupils use the Internet to carry out historical research in history, for example into the life of Florence Nightingale. When word-processing, pupils show satisfactory application of literacy skills, although in Year 2 many are still insecure in the use of capital letters for proper nouns. There was very little evidence to show that pupils use computers to support their work in numeracy. In Year 1 there was limited evidence of pupils using a program to reinforce their recognition of two- and three-dimensional shapes.
110. By the end of Year 2, pupils are secure in the key skills of loading, saving and printing their work. In word-processing, pupils know how to change fonts and font sizes. They write for a variety of purposes, including messages to go in Christmas Cards and captions for their work on 'Katie Morag'. They know how to import 'clip-art' to add to their text. In graphics, pupils show good skills in the use of tools, such as 'pen', 'fill' and 'fill colour'. Pupils enjoy using the digital camera and are competent in loading and printing pictures which they take. In literacy, pupils make regular use of a spelling program to support their learning.
111. The quality of teaching, based on all inspection evidence, is satisfactory. In the one lesson observed where the whole class was taught, it was good. In this lesson, pupils made good progress in understanding how to change font sizes to write captions as the result of good explanation and demonstration by the teacher using a computer and well prepared 'icons' which were displayed on card. During the inspection, computers were not used in all lessons and there is evidence that teachers do not plan consistently for their use to support pupils' learning, especially in numeracy lessons.
112. The co-ordinator has been in place since September 2002. She is enthusiastic and keen to develop the subject. Her main priority in her detailed action plan is the setting up and successful introduction of the 'ICT-Suite' which is planned for when the remodelling work in the school is complete. In addition, she plans to improve the assessment procedures to show pupils' progress in the subject. Staff confidence has improved as the result of effective NOF (New Opportunities Funding) training. The school has a detailed Internet access policy which has been distributed to parents, although it is not displayed in the area where the two computers with Internet access are based.

MUSIC

113. Standards meet expectations for seven-year-olds based on the lessons observed in Year 1 and Year 2. In particular, singing is a strength of the school. Pupils sing tunefully, with expression and obvious enjoyment. This is similar to the situation at the time of the last inspection. The music co-ordinator teaches singing throughout the school and this has a positive impact on standards. The class teachers teach other lessons. In most lessons, all pupils are given similar opportunities, including those with special educational needs, and make similar progress.
114. The standard of singing in assemblies is very good. Pupils sing tunefully, with pleasure and enthusiasm. Pupils enjoy listening to music before and after assembly. Each week there is a different piece of music which contributes to pupils' cultural development. Teachers display the name of the piece of music and its composer to help pupils widen their knowledge of composers. During the week of the inspection the pupils listened to 'The Skaters' by Waldteufel. They also sang the 'Magic Penny' song well which linked in very well with the story of King Midas that was told in assembly.
115. Teaching of singing is very good and all other teaching of music was at least good. In a Year 2 lesson, pupils enjoyed learning 'Let's go Zudie'. By copying the teacher and then by singing along with the music on a CD, the pupils learnt the words and music of the song quickly. There was a supportive atmosphere in the lesson that helped pupils to have a go and achieve success. In this lesson, they sang Shalom very well capturing the mood of the music in particular. The teacher challenged the pupils well to sing Shalom as a round and they responded by doing this well. This lesson contributed well to pupils' cultural development. In a Year 2 lesson on identifying and exploring loud and quiet sounds using voices and percussion instruments, very good teaching enabled pupils to make good progress while enjoying the music very much. The pupils listened carefully to the teacher's instructions and followed appropriately. They played loudly and quietly and after following a series of instructions, one pupil volunteered that, 'It was just like walking through a forest on a lovely day and then suddenly there was an earthquake'. Good use was made of the 'Peter and the Wolf' music to challenge pupils to explain what they thought was happening in different parts of the music. Some pupils were able to come up with good suggestions and explanations. However, the teacher did not give as many pupils as possible the opportunity to answer so that a few pupils tend to answer all the time.
116. All pupils sang in the Christmas production 'Are we nearly there?' The different classes learnt nine songs altogether. Music is an integral part of other occasions in school, such as 'International Week', 'Harvest Performance', 'Summer Joint School Performance' and the 'Leavers Service'.
117. Pupils' attitudes and behaviour are very good in music lessons. Even when they are asked to participate actively when singing, their behaviour is sensible and their singing remains controlled. They really enjoy this subject and consequently make good progress.
118. The leadership and management of music have recently been taken over by a new co-ordinator and are satisfactory. The policy for music needs to be reviewed. She is currently monitoring the revised scheme of work for this subject. A published scheme is used also to support the curriculum. The co-ordinator has recognised that resources need to be reorganised and she is planning to develop lists of instruments to help with vocabulary. Currently, each class has its own box of instruments in addition to a central resource in the hall. Multicultural instruments have been purchased to support the curriculum. The co-ordinator has had no opportunities to monitor teaching and learning and, therefore, this is a key area for development. Assessment is not sufficiently well developed. At the moment, teachers mark one piece of music work for each pupil annually

and this provides insufficient detail from which to plan pupils' future learning. The use of information and communication technology is under developed. CDs are used extensively for listening to music and for learning songs. An advisory teacher for music who regularly visits the school to teach demonstration lessons gives much appreciated good support.

PHYSICAL EDUCATION

119. By the end of Year 2, standards exceed expectations for seven-year-olds and pupils achieve high standards in gymnastics and dance. All pupils, irrespective of gender, ability or ethnicity, make good progress because they enjoy lessons and want to work hard. Teaching is good and contributes significantly to the standards achieved. Standards have improved since the previous inspection.
120. Pupils are given useful opportunities to use and apply their speaking and listening skills when they comment on the performance of each other. In addition, in dance when listening to music, pupils' spiritual, moral, social and cultural development is enhanced when they are asked to reflect and give their thoughts on the music played. For example, a pupil in Year 2 said, 'The music was very very loud and it was scary, it sounded like a haunted house'.
121. Standards in gymnastics are very good. Pupils show a strong awareness of space, especially when moving around the hall. They change direction in their movements and use high and low movements in their sequences. Pupils show good control and balance when completing sequences using different parts of the body, for example two hands and one foot or two feet and one hand. Work on individual mats is impressive, particularly in controlled sequences in which they move from a rock to a roll to a standing position. In dance, pupils achieve high standards. They move well to music, for example in Year 1 when interpreting 'walking on the moon'. Movements are slow, light and controlled and pupils' performance is realistic. They respond well to the teacher and learning support assistant who join in. In a Year 2 lesson, in work on the theme of 'The Mean Machine', pupils produced some superb paired work in which they interpreted the moving parts of the machine.
122. Teaching is good, with examples of very good and excellent teaching observed during the inspection. Teachers show good knowledge and understanding of the subject. Warm-ups are good and lessons proceed at a brisk pace with a strong emphasis on activity. Teachers move around the hall encouraging and praising pupils' good efforts. In addition, teachers support individual pupils in terms of improving individual skills and techniques. For example, in a Year 2 gymnastics lesson the teacher said to a pupil, 'That is very interesting, now I have a challenge for you. Can you move around using two feet and one hand?' As a result, the challenge was met and the quality of movement improved.
123. The subject is well led and managed and this contributes to the high standards achieved. There is an up-to-date detailed policy and a good scheme of work to identify the skills to be taught. Resources are adequate and the co-ordinator plans to improve the provision of music to support dance lessons. He has identified that resources for small games need to be improved. Currently, pupils have no grass on which to play games, but when the remodelling of the school is complete it is intended to grass the area from which the temporary classrooms will be removed. In the summer term, pupils benefit from the 'Year 2 Club' and take part in a range of after-school activities, including ball skills.

RELIGIOUS EDUCATION

124. Standards in religious education meet the requirements of the locally agreed syllabus when pupils reach the age of seven. This maintains the position of the previous inspection report. All of the boys and girls, including those with special educational needs, are interested in their work. As a result, they make satisfactory progress in the subject.
125. Younger pupils learn about the significance of special books and in particular the Bible. They make thoughtful responses to why Christians use the Bible, such as 'Because they want to learn about Jesus' or 'To be kind and thoughtful'. They know and retell simply stories from the Old Testament, such as 'Jonah and the Whale', 'Noah' and about Moses receiving tablets of stone. They listen with interest to the story of 'David and Goliath' and explain why they like certain characters and what their role is in the story very well. Older pupils learn about the significance of ceremonies in people's lives, such as weddings. They make thoughtful and mature responses to questions such as why rings are given: 'To show that love goes on for ever and ever' and 'Because a ring never ends'. Work in their books demonstrates pupils' progress in their developing ideas when, for example, one pupil questions, 'Why does Jesus have hidden powers?' Some good work is carried out on other religions when pupils study the story of Rama and Sita and the celebration of Diwali. They visit the local Church and the Vicar visits to talk to them, but contacts with believers of other faiths are under developed.
126. The quality of teaching is satisfactory. One good lesson was observed. Teachers have a sound knowledge of the subject and guide their pupils with confidence. Although pupils spend rather a long time sitting and listening to teachers, they are encouraged to contribute and express their ideas, which develop their literacy skills. While some of the pupils find it hard to speak in sentences, some are keen to contribute and demonstrate considerable maturity in their thoughts. As a consequence, religious education makes a significant contribution to pupils' spiritual development. Pupils behave well and listen carefully to their teachers and to each other. However, they are not always given sufficient time for recording their ideas and are not sufficiently challenged to present their work well.
127. The co-ordinator has a good knowledge and understanding of the subject and provides good leadership. She has updated the scheme of work to take into account the locally agreed syllabus and make it more appropriate for the pupils. The school has an adequate range of artefacts to support the curriculum. However, little use is made of information and communication technology to support learning.