

INSPECTION REPORT

THE RIDGE JUNIOR SCHOOL

Yate, Bristol

LEA area: South Gloucestershire

Unique reference number: 109026

Head teacher: Mr David Beeley

Reporting inspector: Geoff Jones
11816

Dates of inspection: 10th – 13th February 2003

Inspection number: 246852

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Melrose Avenue Yate BRISTOL
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Appropriate authority:	Governing Body
Name of chair of governors:	Paul Jones-Williams
Date of previous inspection:	10 th – 12 th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Geoff Jones 11816	Registered inspector	Science Information and communication technology Music Art and design	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Richard Barnard 13526	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Eva Wilson 20653	Team inspector	English Religious education History Equal opportunities	
Peter Dexter 14976	Team inspector	Mathematics Geography Design and technology Physical education Special educational needs	How good are the curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Ridge Junior School has 247 pupils and is average in size for primary schools. It admits pupils aged from seven to eleven years and there are eight classes, with two to each year group. The area served by the school has a mixture of housing association and private housing and many of the parents have jobs in the low skilled and low income brackets as well as a small number who are in professional occupations. The school's admission number has recently dropped from 75 to 60 in order to coincide with the admission number for the adjacent infant school from which the pupils transfer at the age of seven. Pupils' attainment on entry is close to the average. The school is in a state of transition. The previous head teacher and deputy left the school at the same time and the present head teacher and deputy have been recently appointed. The head teacher has been in post for four full terms and the new deputy head teacher for three terms. Half of the class teachers left during the present head teacher's first year. Many of the governors left or came to the end of their terms at the time of the new head's appointment and only three remained at the end of the head's first year in post. Three of the present class teachers were absent from school during the inspection and their classes were taught by supply teachers. There are no pupils with English as an additional language and 12 pupils are from minority ethnic backgrounds. The percentage of pupils eligible for free school meals is below the national average. The percentage of pupils identified as having special educational needs is 12.5 per cent and this is below the national average. There are three pupils with statements of special educational need. Ten pupils require help from outside specialists. The difficulties experienced by these pupils are dyslexia, general learning difficulties, autism, visual impairment and communication problems.

HOW GOOD THE SCHOOL IS

The school is in a state of transition and is improving quickly. There have been recent improvements after a period when standards had been falling but as a result of the good leadership and management provided by the head teacher and deputy head teacher, this trend has been reversed. Standards in speaking and listening are above average and those in reading, writing, mathematics and science are all close to the average for eleven year old pupils. The quality of teaching is good. Pupils learn well and make satisfactory progress during their time at the school. The leadership and management are good and this ensures that the curriculum provided and the quality of teaching and learning within the school all remain good. The governing body is effective in overseeing the work of the school. It monitors the progress of the school development plan effectively as well as the school's budget and standards. The school provides satisfactory value for money.

What the school does well

- The leadership and management provided by the head and deputy head teacher are good.
- The quality of teaching and learning in the school are good.
- The attitudes and behaviour of the pupils that arise from the school's highly successful provision for pupils' social and moral development, and its monitoring and promotion of good behaviour and pupils' attendance are all very good.
- The very good and constructive relationships between the school and its partner schools.
- Attainments in gymnastics are well above the level expected nationally.
- Attainments in information and communication technology, history, physical education, speaking and listening are all above average.

What could be improved

- Pupils' achievements in English, mathematics and science could be improved further.
- The assessment of pupils' knowledge, skills and understanding are inconsistent, and not extended to all subjects or used to match work to pupils' needs to ensure that they do the best they can.
- The construction of the school development plan.
- Pupils' attainment in art and design are not high enough.
- The accommodation for teaching small groups of pupils with special educational needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997 and since then the quality of teaching has improved and the merits of the leadership and management have been maintained. At that time the school's test results were close to the average in English and mathematics and these standards are now at the same level. However, standards in science have fallen since 1997. The school has worked hard to improve pupils' attainments in information and communication technology (ICT), religious education and design and technology, and has successfully raised these from unsatisfactory to satisfactory in religious education and design and technology and to a level that is higher than the level expected for eleven year olds in ICT. Pupils' attainments in speaking and listening have improved, resulting from more frequent and varied opportunities for expressing their ideas in front of the class. The school now has effective medium-term planning in place for all subjects except art. Pupils' attitudes and behaviour are now very good as a result of the improved provision for the pupils' spiritual, moral, social and cultural development. For example the school now enables pupils to take on more substantial responsibilities such as acting as representatives on the school council. Parents report that the school is more responsive to their problems and difficulties and they feel better informed. Many of the improvements have taken place since the new head teacher was appointed.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	C	C	D	C	well above average A above average B average C below average D well below average E
Mathematics	A	D	D	C	
Science	C	E	E	D	

In comparison with all schools nationally the school's 2002 results in the annual national tests for eleven year olds were below the national average in English and mathematics and well below average in science. Compared with similar schools the results were average in English and mathematics and below the average in science. The school's results in the annual national tests have been on a downward trend for the past two years but a number of successful strategies have been introduced, such as target setting and improved procedures for predicting individual pupils' progress. These have enabled good improvements to be made to the teaching and as a result standards are now on course to meet national expectations for Year 6 pupils. This represents good achievement for Year 6 pupils because for the past two years the attainment of the eleven year olds has risen from below average in mathematics and well below average in science and are now on course to meet the levels required for eleven year olds. The school is also on course to meet its targets for improvement for the current Year 6 pupils. Attainments in physical education are above the level expected for eleven year olds and well above the level expected in gymnastics. Attainments in ICT and history are above the levels expected nationally. Levels of attainment in geography, design and technology, music and religious education are all at the level expected nationally but those in art and design are below the expected level.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and work hard in the classroom.
Behaviour, in and out of classrooms	Very good. Pupils respond very positively to school rules and understand how their own behaviour impacts on others.
Personal development and relationships	Very good. Relationships within the school were very good during the inspection. Pupils accept responsibilities very readily and behave in a mature manner.
Attendance	Very good. Attendance is well above the national average and, pupils arrive at school punctually.

Pupils respond very positively to the caring and supporting ethos in the school. They have developed a good awareness of citizenship and school council members are effective in contributing to the consultation process for the school development plan and in the selection of charities that the school supports.

TEACHING AND LEARNING

Teaching of pupils in:	Years 7 – 11
Quality of teaching	Good

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

The quality of teaching was good overall in the lessons observed. Teachers have good subject knowledge in the main areas of the curriculum and this contributes greatly towards the pupils' good learning. The teaching of literacy and numeracy is good, enabling pupils to acquire basic skills in a systematic way. The teaching of pupils with special educational needs is also good and they make good progress as a result. These pupils are well supported in their classroom learning by hard-working and perceptive classroom assistants. The good teaching contributes significantly to recent improvements in the pupils' attainments and to the very good attitudes they have to their work. Teachers set specific goals for pupils and their progress is enhanced as a result. The good management of pupils' behaviour was evident in almost all lessons and pupils work hard, concentrate well and produce good work for their abilities. The specialist teaching in physical education enables pupils to achieve very well. Teaching in art and design lessons is unsatisfactory because teachers lack the subject knowledge to enable pupils to make the necessary progress. Most teachers plan lessons well and the needs of pupils with differing levels of attainment are met in the majority of literacy, numeracy and science lessons. In a few lessons, pupils' learning needs are not met and this results in slow progress. This happens because sometimes there is a lack of careful assessment of pupils' achievements in previous lessons, and inconsistent marking that does not always indicate how pupils' work could be improved. English is used effectively in a range of subjects across the curriculum but teachers do not provide enough opportunities for pupils to practise the skills they have learned in literacy lessons by writing at length. In the lessons observed teachers had very good relationships with pupils in their class and as a consequence the pupils' intellectual, physical and creative efforts were high.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum has appropriate time allocated to English, mathematics and science, and contains all the required subjects of the National Curriculum as well as religious education. The pupils' range of experiences in art and design is unsatisfactory.
Provision for pupils with special educational needs	Good. The special needs co-ordinator liaises effectively with class teachers and withdraws small groups of pupils regularly from literacy lessons. These pupils make good progress as a result.

Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Provision for pupils' social and moral development is very good. Provision for their spiritual development is good and for cultural development it is satisfactory. Health education is covered well during the science curriculum.
How well the school cares for its pupils	Procedures for ensuring pupils' welfare are good. The school's procedures for assessing pupils' attainment and keeping track of their progress are satisfactory. Assessment of pupils' achievements so that the next step in their learning can be planned is also satisfactory.

The partnership between the school and parents is good. Newsletters provide parents with useful information and the head teacher and most class teachers are very willing to talk to parents about any difficulties their children may be having. Parents of pupils with special educational needs are consulted about their child's individual education plan and are kept well informed of developments. The curriculum is well planned except for art and design. Issues relating to curriculum that were highlighted at the last inspection have all been addressed appropriately. Extra-curricular activities, including educational visits, enrich the curriculum effectively. The overall provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection. Older pupils are provided with opportunities to participate in high quality discussions on important issues and these have a very good impact on their moral development. Pupils develop very well socially as a result of opportunities to take on responsibility, and exercise self-discipline such as through participation in residential visits, summer and Christmas productions and membership of the school council.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The head teacher and deputy head teacher have a clear idea of the direction the school should take. A number of necessary changes have been introduced that have been instrumental in raising the previously low standards in English, mathematics and science to an acceptable level although there is further to go to ensure that all pupils do the best they can.
How well the governors fulfil their responsibilities	Good. The governing body works hard on behalf of the school and has a good idea of its strengths and weaknesses.
The school's evaluation of its performance	Satisfactory. Although the school identifies broad priorities for development some of its analysis is not precise enough to pinpoint what should be done to improve.
The strategic use of resources	Good. The budget is used wisely and initiatives on the school development plan are linked closely to it. Teachers and classroom support assistants work closely together and this has a positive impact on pupils' progress.

There is an appropriate number of suitably qualified and experienced teachers and support staff. The school's accommodation is good but the area for teaching pupils with special educational needs is unsuitable. The quality and range of learning resources are good. The school applies the principles of best value satisfactorily. Its arrangements for appraisal and performance management are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour in school is good. • They feel comfortable about approaching the school with questions or problems. • The school expects their children to work hard and achieve their best. • The school is well led and managed. • Their children like coming to school. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of work their children are asked to do at home. • Information about how their child is getting on at school. • The range of interesting activities provided outside of lessons. • The closeness with which the school works with parents.

The inspection team agrees with all the positive views of parents. It disagrees with all the main points suggested for improvement that arise from an analysis of the parents' questionnaire. Inspectors feel that the school provides a good range of extra-curricular activities. These include football, tennis, chess, computer club, netball, gymnastics, writing club, cross-country running and choir, as well as providing opportunities for visits to places of educational interest in the local area and the chance for pupils in Year 6 to take part in a residential visit. Annual written reports on pupils provide useful information regarding pupils' performances in all subjects and there are also opportunities for parents to discuss their child's progress on two occasions per year. Inspectors judge that the school attempts to work closely with parents. It has arranged workshop meetings on mathematics for parents so they know how to help their children at home. Parents also receive information about what will be taught and when the lessons will take place. The 'Friends of the School' association is very active and it organises a range of social events in order to raise finances for the school. The inspection team feels that the amount of homework pupils receive at present is appropriate for the different age groups and the tasks are linked well with what pupils are learning in the classrooms.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When pupils are transferred to the school from the infant school at the age of seven their attainment level is normally close to the average. The school's results in the annual national tests in 2001 and 2002 were below average for mathematics and well below average for science. In English, results were below average in 2001 and well below average in 2002. However, when these results are compared with similar schools they are average in English and mathematics and below average for science. Pupils' present standards are on course to meet with national expectations in English, mathematics and science. This represents good achievement because pupils' standards have been at least below average for the past two years. When compared with the school's test results just before the last inspection, the latest results indicate maintenance of standards in English and mathematics but a fall in science. At present, more able pupils are not extended sufficiently in all classes because not all teachers use assessment information to match work to pupils' needs. Speaking, listening and handwriting skills have improved since the last inspection. The head teacher has introduced a number of strategies that have improved pupils' attainments in the above subjects which include setting targets and monitoring pupils' progress carefully.
2. Current standards in English are close to the average expected for eleven year old pupils. Their speaking and listening skills are above the level expected for this age. For example, pupils discuss in pairs the settings for their stories and express their own point of view during whole-class discussions. For example, they explain clearly the criteria they use when making decisions or their views about poor Victorian children. Whole-class discussions have enabled pupils to develop a wide range of speaking and listening skills and provided pupils with good experiences that build their vocabulary and confidence. By the end of Year 6 pupils' reading attainment is average. Pupils read fluently and expressively and with satisfactory understanding. Pupils support their own opinions and make deductions about the text they are reading by referring to points made in the writing. Pupils attain average standards in writing. They are taught effectively to use a good range of connecting words and vocabulary. They build their writing skills in a wide range of different writing forms across the curriculum, such as letters, diaries, play-scripts and personal writing. However, they do not have enough opportunities to use the skills they have acquired to write extended pieces of writing. Pupils' spelling and punctuation skills are also average. They have neat handwriting styles and their use of ICT for drafting and presenting work is of a good standard.
3. Pupils' attainment in mathematics is average by the time they reach the age of eleven. Teachers plan work for pupils according to the needs of three ability groups. The more able pupils in Year 6 work with long multiplication and division. They also have a good grasp of co-ordinates, perimeters and areas. Pupils who are at an average level cover a similar programme to the more able. Initially they complete less and make more errors but as the year progresses the mistakes are less and they finish most of the work. Lower attaining pupils and those with special educational needs are well supported and make good progress in their learning of mathematics.
4. Pupils' knowledge and understanding of science have improved during the current school year. By the time they are eleven they have sound knowledge and understanding of food chains and an appropriate knowledge of how micro-organisms cause decay. They have a good understanding of how to construct electrical circuits using wires, batteries, switches and light bulbs. Higher attaining pupils know how to put together circuits in parallel as well as in series. Pupils have developed better understanding of scientific principles as a result of participating in a wider range of experiments and investigations. Younger pupils are developing a clear understanding of how to ensure that their experiments are fair and that

conclusions drawn from the results are valid. Older pupils have developed the skills to be able to devise a valid experiment.

5. Attainment in religious education now meets with the expectations of the locally agreed syllabus. This is an improvement since the last inspection when attainments were unsatisfactory and pupils' knowledge of religious education was judged to be limited. Year 6 pupils have a satisfactory knowledge of the festivals of the major world faiths such as Diwali, Hanukkah and Advent. They have a satisfactory knowledge of the stories behind the festivals of Harvest, Sukkot and Eid. Their understanding of religious symbolism is also sound and pupils know, for example, about the five Ks in Sikhism as well as the symbolism involved in the Christingle.
6. The recently installed computer suite has had much influence on pupils' attainment in ICT. This has risen from being below the level required at the time of the last inspection to a level that is now higher than the level expected nationally for Year 6 pupils. The 'control' element of the ICT curriculum that was unsatisfactory at the time of the last inspection has now improved considerably. Younger pupils make good use of a programmable toy that provides practice in controlling direction and distance travelled so that it is made to travel along a set route. Older pupils use *Superlogo* to practise typing carefully framed instructions to enable drawings to be constructed on the computer screen and printed. As well as being able to use word processing and drawing programs, pupils are able to design front covers to individual magazines they are compiling. They incorporate sounds, such as drum rolls or applause, in addition to animations, and select and amend backgrounds. Pupils can also use spreadsheets and are beginning to use this facility for a range of different purposes. Pupils devise simple formulae to be able to use spreadsheets successfully for calculations for recurring situations.
7. Attainments in physical education are above the level expected nationally and well above average in gymnastics. Attainment in history is also above the level expected for eleven year olds. Attainment in all other National Curriculum subjects meets the required level with the exception of art and design. Pupils do not have sufficient experience in important elements of art and design for them to make enough progress in their learning.

Pupils' attitudes, values and personal development

8. Pupils' very good attitudes to school, behaviour and very good relationships with staff and each other have a very positive impact on their achievements and especially on their personal development. This is an improvement over the standards in the previous report when relationships and behaviour were described as good. Pupils and their parents both appreciate the improvements since the appointment of the current head teacher. Parents also state how much pupils enjoy coming to school and this is confirmed by the very lively and keen interest they show in their work and the general life of the school. Many show a very keen response to extra-curricular activities, especially gymnastics, cross-country running, football, netball and chess, and pupils are proud of their achievements.
9. Attitudes to learning are very good throughout the school. Pupils show mature attitudes towards work, and enjoy learning. They respond well to the caring ethos and supportive environment for learning created in many lessons. Pupils engage readily in discussions and voice their opinions confidently. This was seen in a Year 6 English lesson when pupils' excellent attitudes throughout the lesson helped them develop characterisation very effectively in their stories through the use of dialogue
10. The behaviour of the great majority of pupils is very good. There is little evidence of bullying, racist or sexist behaviour and pupils talk very positively about the atmosphere in the school and in the playground. They feel the school rules are fair and understand very well why they exist and how their own behaviour impacts on others. Pupils show a good respect for the feelings and beliefs of others and show a genuine appreciation of the efforts of others.

11. Relationships throughout the school are very good. Pupils and staff get on together very well. Very strong relationships were a consistent feature in the lessons observed during the inspection, especially the interaction between teachers and pupils during lessons. This also helped to create a pleasant and enjoyable learning atmosphere. Pupils are friendly and show confidence when chatting to visitors. Pupils work together exceptionally well in pairs and groups. This was evident in a Year 5 ICT lesson where pupils sensibly discussed in pairs how to improve the layout of a spreadsheet, resulting in most pairs locating at least five improvements that could be made.
12. Pupils' personal development is very good. They have developed a good awareness of citizenship. A good example is the keen and responsible approach adopted by members of the school council to gathering opinions and discussing views. They contribute responsibly to the consultation process in relation to the school development plan and, as an example of their contribution, have organised charity collections. Their consultations and recommendations led to the formation of a lunchtime chess club. Pupils undertake a wide range of duties, such as providing support in the office at lunchtimes and helping at the adjacent infant school. These opportunities help develop mature and responsible attitudes to life. Pupils are very aware of moral and social issues especially in relation to those who are worse off than they are. For example, in a Year 4 personal, social and health education lesson, they debated with great maturity how punishment might fit a crime, raising issues such as whether parents should be punished for their child's crimes. Pupils show initiative and independence when working. Pupils with special educational needs enjoy coming to school. They show very positive attitudes in lessons and during group work and are accepted readily by their peers.
13. There have been no temporary or permanent exclusions over the last two years. Attendance rates are very good, being well above the national average for primary schools. Levels of unauthorised absences and lateness are not significant.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching and learning observed during the inspection was good. Two examples of excellent teaching were observed, one in an English lesson and the other in a gymnastics lesson. Each lesson demonstrated first class planning, excellent use of resources and very high expectations of pupils. There were no unsatisfactory lessons observed during the inspection. Three class teachers were absent during the inspection and were replaced by good quality supply teachers who almost immediately developed a good rapport with the pupils in their classes. Since the last inspection the quality of teaching has improved from satisfactory to good.
15. The special educational needs co-ordinator teaches pupils well in small groups. She prepares lessons in meticulous detail and makes all class teachers aware of what is in the individual education plans that have been drawn up for these pupils with special educational needs. The plans contain clear and specific targets for pupils, clear criteria for measuring their success, and details of relevant resources that will assist progress together with ideas that would support their learning. Lessons for small groups of pupils proceed at a lively pace. There is a good atmosphere prevalent during the lessons with the teacher valuing each of the pupils' contributions. This enables them to grow in confidence and has a positive effect on their progress.
16. The relationships between teachers and pupils are very good. There is a sense of security in each of the classrooms that breeds a feeling of calm and care for everyone else in the room. Teachers manage pupils' behaviour well and as a result their response is to work hard and to increase their pace of working. Homework is used effectively to support pupils' learning in the classroom. Teachers have high expectations of most pupils and the work planned is challenging for higher attaining pupils in most classes. Although this was true for the lessons observed during the inspection, a scrutiny of pupils' work carried out in the previous term

indicated that this is not consistent. Although almost all teachers plan so that the needs of different ability groups are met, the scrutiny indicated that in some classes pupils were provided with similar work whatever their ability. There is a successful working relationship between teachers and classroom assistants that benefits pupils. Classroom assistants support small groups of pupils, particularly the less able, in their learning and enable them to make good progress. Teachers also assess pupils' attainment during the lessons and often take immediate action to improve pupils' work or help them to overcome specific difficulties. Learning resources are used particularly effectively to enhance pupils' understanding or to reinforce their learning. For example, in an exciting history lesson, pupils used Roman cardboard shields made at home by their parents to demonstrate very effectively different defence mechanisms used by Roman armies.

17. Teaching in literacy and numeracy are good, enabling pupils to learn basic skills effectively and improve their attainment in recent years. Opportunities for writing are provided across the curriculum in diverse subjects such as history and science but pupils are not provided with opportunities to write extended stories or non-fiction pieces. Teaching in art is unsatisfactory because the teachers' knowledge of the subject is not sufficient to be able to provide a good range of experiences for pupils to develop their knowledge, understanding and, most of all, their skills. The very good specialist teaching in physical education enables pupils to reach very good levels of attainment. There are a good number of very talented gymnasts attending the school whose skills have been nurtured and developed through the provision of specialist lessons out of school hours that have enabled them to develop rapidly under expert guidance.
18. As a result of good teaching pupils have made good progress in their learning and improved their standards from below average over the past two years to average. Pupils' current work is now close to the average and pupils have made good progress in their learning during the current school year. Pupils' literacy and mathematical skills are average and the good developments in teaching design and technology have enabled pupils to improve attainment from the previously unsatisfactory level. Improvements in pupils' attainment in ICT have resulted from more secure teaching skills that have emanated from a greater familiarity with a range of software, hard work and good quality in-service training. Teaching in religious education lessons has also improved because there is now a new well-structured scheme of work for planning purposes. Teaching of English, mathematics and science is good. However, there are a small number of aspects of teaching that could be improved in order to raise pupils' standards even higher. Although all teachers mark pupils' work they do not consistently indicate how pupils' work could be improved. Similarly, there needs to be consistency in teachers' assessment of pupils' attainment so that future work can be planned to meet pupils' learning needs so that pupils' achievements can be even better. The practice of setting targets for pupils has been beneficial in improving their attainment and although this occurs in the majority of classes it does not happen in all and the pupils' progress in these classes is not as good.

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

19. In the previous report the use of control and data handling in ICT, the lack of whole-school plans in several subjects and the provision of more challenging work for more able pupils in some subjects, were all identified as areas for improvement. The most recent initiatives have addressed all of these, but although they are now provided they have yet to have their fullest impact on learning. However, the length of the teaching week is still below that recommended for schools nationally and this remains outstanding from the last inspection.
20. With the exception of art and design, pupils experience a well-planned curriculum which includes all National Curriculum subjects. Religious education meets the requirements of the syllabus taught in the local authority's schools. However, the range of activities in both art and design are limited compared to other subjects. The teaching of the National Literacy and Numeracy Strategies has improved recently in close consultation with the local authority's advisors, although more still needs to be done to improve the quality of assessment and

marking in both these and other subjects. Lesson plans follow a similar pattern in all classrooms with work prepared for pupils of different abilities. For example, most lessons have work planned for three ability groups and this provides good learning opportunities for all pupils in their everyday lessons.

21. There are well-organised extra classes for pupils of lower ability to help them make up ground in literacy and numeracy. Pupils with special educational needs, most of whom have been identified early by the contributory infant school, have very good individual education plans with clear targets for improvement. Learning assistants support these pupils very effectively in the classrooms so they make good progress as a result. At other times the special needs co-ordinator teaches groups well, and these groups too make good progress. However, the teaching area for group teaching is not of good quality and requires improvement. There is no register identifying gifted and talented pupils so that adequate provision can be made for their needs in a similar way to those of pupils with special needs. The exception is the identification of talented gymnasts and the very high quality provision for this group.
22. Extra-curricular activities at lunchtimes or after school, including well-planned visits to such places as Bristol Museum, extend and enrich the curriculum well. Sporting activities are strongly supported and the school is very successful in both local and national competitions. Cross-country running and athletics are very popular. The school gymnasts are the holders of national titles as teams, pairs and sometimes individuals. Other activities include chess, the 'Web Site Club', the more able writing club, and some music provided by volunteer parents.
23. Pupils have satisfactory equal access to the curriculum in the main, but there are particular areas for improvement. For example, there are different quality experiences in classes in the same year in some subjects. It not only includes the work they do, but also differences in the quality of marking. Some pupils miss the same lesson every week when they go to music lessons. However, in general pupils benefit equally, support for groups is related to their needs and the school has systems for analysing test results and taking action as a result.
24. Personal, social and health education is provided for well in different subjects. Health education is part of the science curriculum, which includes such topics as drugs awareness and healthy lifestyles. Sex education is part of this programme, but this is under review. Pupils' personal development is good, not only because of the everyday high quality relationships and pastoral care of the teachers and assistants, but also because pupils have regular planned opportunities to explore experiences such as friendship or how rules and laws are made. A good example of this was when pupils in Year 3 discussed 'for and against' a longer playtime, voted on it and then agreed it should go forward to the school council.
25. The school makes sure links with the local community and other schools are maintained successfully. They transfer information to the secondary schools through a well-organised system, and the secondary teachers teach groups before they transfer to give pupils a taste of their next school experience. The infant school works very closely on transfers too; they share the same site so there are regular continuing discussions and meetings. Local community resources such as the churches and the superstore bakery are used to enhance pupils' learning. Community figures such as the school nurse and the local policemen are regular and valued visitors. Further strong links include those with Bristol Rovers Football Club, Bristol Old Vic and the pupils' enthusiastic involvement in the South Gloucestershire recycling scheme.
26. Overall, provision for pupils' spiritual, moral, social and cultural development is good. The provision for spiritual development is good and moral development is very good, indicating improvement in both aspects since the previous inspection. The daily, well-planned, collective act of worship encourages pupils to be sensitive and reflective. During inspection week, the hymns, prayers and stories, such as *Greyfriars Bobby*, within the assembly theme of animals, aroused emotions of compassion and concern. Religious together with personal, social and health education lessons also contribute very well to pupils' spiritual and moral advancement.

Valuable time is allocated for pupils to engage in focused discussions on a wealth of spiritual and moral issues. The very good relationships between teachers and their pupils add to the quality of discussions and successfully promote pupils' self-esteem. A very good example was the discussion by pupils in Year 6 on making choices between right and wrong, when they demonstrated well-considered, mature decisions. There are good opportunities in other curricular subjects too, such as reading, writing, geography and history to broaden spiritual and moral awareness. The school's behaviour policy provides good guidelines for all to follow. Pupils are actively involved in decision making. For example, they make their class rules and show great determination in obeying them.

27. The provision for pupils' social development is very good and also shows improvement since the previous inspection. The school provides numerous experiences for pupils to interact and take responsibility. In classroom activities pupils work in different group sizes. When moving around the school they are expected to be mindful of others and move carefully. At dinner time older pupils monitor cloakrooms and playgrounds, ensuring that behaviour is good. Adults in the school set very good examples for pupils to follow. The Year 6 residential visit gives pupils valuable opportunities to relate to each other, exercise self-discipline, obey group rules and be co-operative. Sporting and competitive opportunities also encourage pupils to compete fairly and obey the rules. The various school clubs such as football, gymnastics, choir and computer provide further social occasions for pupils to work as part of a group and behave responsibly. All of the pupils are given the opportunity to participate in the school's summer and Christmas productions. Additionally, and significantly, the clear focus given to lessons, through the school's good practice of sharing the learning objectives of each lesson with the pupils, means that they know from the outset what is expected of them. This increases their understanding of their own learning and enables them to take greater responsibility for it.
28. Provision for cultural development is satisfactory indicating a drop in provision since the previous inspection. This is due in part to a decline of opportunities in the subjects of art and music. It is also due, to a small extent, to a lack of planned opportunity for pupils to be aware of the differences in everyday living of the different ethnic groups of present day Britain. However, pupils are encouraged to have respect for the beliefs of others through their studies of the festivals of Diwali, Sukkot, and Eid. In history and geography, they learn of their local culture and that of the wider world. Educational visits bring meaning to such studies. They visit several museums such as the Bristol Museum or a local Victorian museum where they pretend to be pupils in a Victorian classroom. In English they read some of the classics such as traditional fairy tales, and *The Magician's Nephew* by C. S. Lewis.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school provides good care for its pupils and has improved on the standards described in the previous report. The standard of care and social inclusion contributes well towards pupils' very positive attitudes to school. They and their parents feel that they are cared for and valued.
30. Health and safety monitoring and staff awareness of child protection issues is good. Governors are well aware of potential safety issues and, although they have not yet carried out a formal risk assessment of the school premises, they have recently taken steps to ensure that a policy for undertaking this is regularly implemented in future. The school is a secure, clean and tidy place and provides a good environment in which pupils can learn. Child protection procedures and staff awareness of these are good. First aid arrangements are good with staff receiving adequate training. Pupils' personal development is monitored adequately on an informal basis but members of staff know their pupils and their backgrounds well thus providing good personal support that enables pupils to develop confidence and self-esteem.

31. Procedures for monitoring and promoting good behaviour are very effective. The school's behaviour policy, with an emphasis on the use of rewards and praise, has had a very positive impact on pupils' attitudes and behaviour. Pupils regard the rewards system as being very fair and effective. Procedures to discourage and deal with bullying, racist or sexist behaviour are also very good and any potential racial incidents are monitored and recorded very rigorously. Parents and pupils feel that potential incidents are dealt with quickly, fairly and successfully. The school makes good efforts to include all pupils including those with special educational needs. Support, guidance and care of pupils with special educational needs are empathetic and effective. However, pupils learning to play a musical instrument are withdrawn from the same lesson each week and miss teaching and learning in the same subject regularly. This does not have a positive effect on their progress in this specific subject because the school has made no arrangements to rotate the times that pupils are withdrawn from lessons for instrumental tuition.
32. Procedures for monitoring and promoting attendance are very good. Attendance registers are well maintained, and the daily monitoring and following up of absences ensures very good levels of attendance and gives parents confidence in the care shown for their children.
33. The school has improved procedures and practices for measuring and tracking pupils' attainment and progress since the previous inspection. Methods used in English and mathematics are good. They include analyses of Year 6 National Curriculum statutory tests, as well as optional tests taken by pupils of the other year groups. The information arising from these is used to identify general areas of weakness in pupils' knowledge and understanding but in science there has been little impact on standards. Data from test analyses is stored electronically using an appropriate software program and put to good use in matching learning to the needs and stages of development of the individual and year group. As a result of such analyses, in the majority of classes targets are set for each pupil in English and a whole-school target has been set to raise pupils' skills of punctuation. Each pupil's targets are written at the front of their notebooks and on a card, displayed on the tables. As a result, everyone working with the pupil knows where to focus support. A good quality target system has been introduced for mathematics and is about to be implemented. Analyses of pupils' attainments in the Year 2 National Tests are now carried out when pupils transfer into the junior school. The information gained is used to ensure that previous learning is built upon. This is very good practice. The school also uses data stored electronically to identify higher attaining pupils and those with special educational needs.
34. In their mark books, teachers compile detailed records to track pupils' attainment and progress. In both Year 3 classes and one of the Year 6 classes, the teachers' procedures and practices are exemplary. They show that not only are pupils' attainments and progress tracked, but are carefully built upon. Throughout the school, individual profiles are compiled. They carry samples of the pupil's work together with test results demonstrating attainment and progress made by pupils as they move through the school. These profiles carry valuable information but the organisation of the contents is not orderly enough to access it readily. Procedures for measuring and tracking pupils' progress and attainment in subjects other than English, mathematics, science and ICT are being developed but have yet to be implemented and remain outstanding from the last inspection.
35. Use of assessment to inform curricular provision is satisfactory. As mentioned above, analyses of English and mathematics tests are carried out and the findings used to inform teaching and learning. All ongoing work is marked carefully. In the very best cases, comments made by teachers help pupils to know how to improve their work. However, this very good practice is not consistent throughout the school. Pupils of some classes evaluate their own work, which gives them a clear understanding of how to improve it. The senior management team, together with the English and mathematics co-ordinators, check samples of pupils' work to ensure that the level assigned is accurate and the findings are shared with the staff. This is a very useful exercise in familiarising teachers with the demands of the levels of National Curriculum subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. The partnership between school and parents is good. The head teacher has taken effective steps to enhance and improve on the partnership described in the previous inspection report.
37. Responses from parents to the inspection survey, the pre-inspection meeting and discussions during the inspection indicate that parents have mostly positive views about the school. They state that their children like school, are making good progress and behave well. They feel teaching is good, and that the school expects their children to work hard, helps children to be mature and responsible and is well led and managed. Parents feel comfortable about approaching the school with questions or a problem. Inspection evidence supports all of these views. About a quarter of parents feel that their child does not get the right amount of work to do at home, that they are not kept well informed about how their child is getting on, and that the school does not provide an interesting range of activities outside lessons. Inspectors feel that the amount of homework set is appropriate, that parents receive good information from the school about their children's progress and that the provision for activities outside lessons is good.
38. Annual written reports provide good detail on attainment and progress in relation to all subjects and targets for pupils' improvement are included appropriately. Most reports are specific and helpful to parents but others are too general and do not indicate clearly the specific learning areas that need further development. Newsletters provide parents with good information about the life of the school and also about work to be undertaken each term. Every parent also receives a curriculum 'map' that provides information about the curriculum for all the year groups so that they know what and when will be taught during each year. The school has an 'open door' policy for parents and members of staff are readily available for consultation, especially at end of the day.
39. The contribution parents make to their children's learning at school and at home is good. They provide help in the school and help, for example, by assisting with reading. They help at home by giving support to their children at home with reading or other activities and by attending workshop courses at school that inform them how they can assist with their child's mathematical learning. This was particularly evident in Year 3 where parents helped their child to make a colourful Roman shield at home. These were used most effectively to learn about Roman battle manoeuvres in an exciting and rewarding way. The Friends of School Association provides good financial support and organises a range of social activities. Parents attend pupils' concerts and other performances very enthusiastically. The great majority of parents ensure their children come to school regularly and promptly. The effective open door policy introduced by the present head teacher is welcomed by parents and helps involve them well in their children's education. The school consults with parents effectively, for example in a survey about development priorities.
40. Parents of pupils with special educational needs receive very good information on their child's individual education plan. They are alerted early of any concerns and thus are well informed before the next level of support begins. Parents are fully informed about all aspects of the Code of Practice. They value the way the school makes certain they know exactly what is happening and the progress their child is making.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The head teacher has been in post for a period of four terms and works closely with the deputy head teacher. This small management team, together with individual class teachers who are included on a rota basis, provides good leadership and management and has enabled a significant number of improvements to be made to the work of the school. This has maintained the standards of leadership and management since the time of the previous inspection. The head teacher shows good leadership and has a clear sense of direction for the school. The quality of teaching has been improved since the last inspection and this is

due partly to the sound monitoring arrangements that are now in place and partly to the appointment of new and enthusiastic teachers. Although the monitoring of teaching and learning is sound it is not rigorous enough and therefore has limited impact because areas for improvement are not discussed sufficiently. The head teacher now monitors lessons formally and this task is shared by the deputy head teacher during the performance management arrangements. Formal monitoring procedures involve identifying strengths and areas for improvement following observations of lessons. A written summary is provided for the class teacher so that all parties concerned are aware of the judgements. The good teaching has been responsible for recent improvements in standards and linked with this are a number of other initiatives that have been introduced. Firstly, an ICT tool has been introduced that tracks pupils' progress and predicts the attainment levels that individual pupils should have reached by the end of each school year. This has enabled targets to be set to ensure that pupils reach their potential. The deputy head teacher has analysed pupils' answers in the annual national tests and used the information to identify three different foci for improvements in mathematics. However, the English and science analyses have not, as yet, resulted in actions that members of staff have been able to use in the classrooms.

42. The head teacher demonstrates commitment, tenacity and a clear vision for the school. He understands the need to improve the structures and processes of the school's work as well as undertaking regular self-evaluations so that effective action can be taken to improve pupils' attainments. In addition, his intentions are for the school to create a greater involvement with the local community and to build international links through the Comenius project. However, there is a lack of commitment amongst a number of the staff in bringing about some of the necessary and important changes that have already been introduced and this weakens the staff's shared commitment to improvement and capacity to succeed. For example, learning targets are set for pupils in most classes but not in all. Parents feel that the school is well led and managed and that there is a determination to welcome the co-operation of parents and to solve problems or difficulties that may occur. Governors are included in every area of the work of the school and the chairman of governors makes regular and frequent visits to the school to discuss issues with the head teacher.
43. The school development plan identifies areas for improvement satisfactorily, although it is surprising that science is not featured as one of the priorities in the light of the standards that were well below the national average in the last national test results. However, despite this omission, the school has taken action to improve standards and included science with the improvements made to the provision for English and mathematics. The development plan sensibly covers a period of three years and maps out the tasks, time scales, staff development implications and costings for the various initiatives during this period. The various initiatives named in the plan are not always linked sufficiently with precise and measurable success criteria that are connected with improvements in pupils' attainment.
44. Most subject co-ordinators are very committed to developing the subjects that they manage. The majority monitor teachers' planning to ensure that the curriculum is being covered appropriately but this is not consistent throughout the school. Monitoring samples of pupils' work to identify what might be in need of improvement does not take place regularly and the opportunity to identify and improve difficulties that might improve pupils' knowledge, skills and understanding is not grasped. Co-ordinators are responsible for discussions with staff about the learning resource needs of their subject and ensure that the budget for resources for their subject is not overspent. However, opportunities are missed to develop a clear and accurate picture of the strengths and weaknesses in different subjects. For example, many subject co-ordinators do not identify what pupils understand and know well and what the general weaknesses are so that these can be discussed with the rest of the staff for possible inclusion in the school development plan. For example, small samples of pupils are not interviewed to find out what they know and understand clearly and what they do not.
45. The special needs co-ordinator is effective and enables good provision for pupils with special educational needs. The staffing to support these pupils is well organised and the school's

policy is up to date and relevant. Provision for special educational needs is an integral part of the practice in all classes and as a result teachers are familiar with the needs of pupils with special needs and with the content of their individual education plans. The co-ordinator manages the involvement of outside agencies well and also the special needs budget.

46. Most of the governors have been appointed very recently and have worked very hard to ensure that the duties of the governing body are carried out effectively. Governors provide good support to the staff and pupils and are led ably by the chairman. They are involved well in the work of the school, providing good support to the head teacher. They have a clear understanding of its main strengths and weaknesses, examine the school's annual assessment test results and discuss issues that arise. This understanding gives them a clear insight into relevant issues and enables them to make appropriate decisions. The full governing body meets regularly and governors also attend frequent committee meetings to oversee the work of the school effectively. As yet, the finance, health and safety committee has not yet carried out risk assessments on the school buildings and surrounding grounds and this is not fulfilling the governing body's statutory duties to ensure that the school has a safe environment in which pupils can learn. Governors are aware of the situation and plans have already been made for assessments to be made. Governors monitor the work that goes on in classrooms regularly. Individual governors visit classrooms and produce a formal report on the work in particular subjects for the rest of the governors. This helps governors to keep abreast of the school's curriculum.
47. Financial controls are very good and there are clear, secure processes for financial planning. The school finance officer is very efficient and attends all finance, health and safety committee meetings. This ensures good communication. The committee monitors the budget rigorously and regularly and the various initiatives on the school development plan are linked carefully to the budget. The amount of money carried forward from last year's budget to the present one is high but the governors feel, quite rightly, that the money will 'cushion' the effect of the falling roll situation caused by an alteration in the school standard admission number for a necessary interim period. The principles of best value are applied satisfactorily by the school. Although it consults all people connected with the school, including parents, to find out opinions on strengths and weaknesses it does not sufficiently challenge itself about the services it provides. Similarly, it does not compare items of expenditure with similar schools.
48. Newly qualified and experienced teachers' induction arrangements are good. Arrangements for the appraisal of staff have been improved since the last inspection. The performance management process is securely in place and arrangements for this are good. It successfully aligns teachers' professional targets with the prioritised needs of the school. A sensible review process operates half way through the cycle so that any teacher who may not be on course to meet the target can be supported in a range of different ways. The school's use of new technology is very good. The computer suite enables pupils to make good progress in their learning and computers are connected to the Internet. Assessments of pupils' attainments, progress and predictions of their future attainment are all recorded and used through the use of ICT. The budget is computerised and the school is developing a website so that communication with parents and pupils can be enhanced further. In addition, the school has and uses a digital camera and a scanner in the process of its work.
49. The school's accommodation is good. The accommodation includes good-sized classrooms and a school hall that will accommodate all pupils comfortably. A separate dining hall very usefully allows the school hall to be used at lunch times for extra-curricular activities. A computer suite has recently been installed that has been instrumental in improving pupils' attainments in ICT. However, the school library has had to be reduced in size as a consequence of the introduction of the computer suite. The computer suite has been installed in the room that was previously the special needs room and, at present, the only area available for special needs teaching is the rear part of the library. This does not work well because it is too small, too crowded and open to distractions when other pupils use the

library. The resulting conditions hinder these pupils' progress and the teaching of special educational needs is hampered.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to raise standards further and ensure good progress for all pupils, the head teacher, staff and governors should:
1. Improve standards in English, mathematics and science further by:
 - ensuring that individual targets set for pupils in these subjects are consistently set in all classes; (18) (42) (68)
 - using the information arising from analyses of pupils' answers in national assessment tests consistently to raise standards in these subjects; (33) (74)
 - improving the quality of marking of some teachers so that all pupils are informed briefly and regularly in writing about how they can improve their knowledge, skills and understanding as part of the process of marking their work; (18) (35) (58) (68) (73) (88)
 - providing more opportunities for pupils to write at length; (2) (17) (59)
 2. Make sure that the assessment and recording of pupils' knowledge, skills and understanding is consistent, extended to all subjects and used to match work to pupils' needs to ensure that they do the best they can in all classes; (16) (18) (34) (73) (74) (78) (85) (86) (88) (96) (110)
 3. Improve the construction of the school development plan further by:
 - ensuring that the success criteria linked with initiatives in the plan are connected closely to improvements in pupils' attainments whenever possible; (43)
 - making sure that systems are introduced and maintained so that all co-ordinators identify strengths and weaknesses in the subject they manage by monitoring samples of pupils' work, monitoring teachers' planning and interviewing samples of pupils about their knowledge and understanding; (44) (81)
 4. Raise pupils' attainment in art and design by:
 - providing a wider range of art activities and media so that pupils can communicate ideas and feelings in a greater variety of ways; (17) (74) (74) (77)
 5. Take urgent steps to improve the learning facilities for pupils with special educational needs by:
 - providing better accommodation for teaching small groups of pupils who have been withdrawn from the classroom for specialist teaching; (49)

- The following minor points for improvement should be considered for inclusion in the action plan:
- Increase the weekly teaching and learning time so that this is in line with national minimum recommendations; (19)
 - ensure that pupils do not miss the same lesson every week when they are withdrawn from the classroom for other purposes;(23) (31)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	9	19	11	0	0	0
Percentage	5	22	46	27	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	247
Number of full-time pupils known to be eligible for free school meals	14

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	31

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.4	School data	0.1
National comparative data	5.4	National comparative data	0.5

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	38	35	73

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	27	33
	Girls	27	25	30
	Total	53	52	63
Percentage of pupils at NC level 4 or above	School	73 (75)	71 (66)	86 (85)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	28	31
	Girls	26	25	29
	Total	45	53	60
Percentage of pupils at NC level 4 or above	School	62 (56)	73 (67)	82 (74)
	National	73 (72)	74 (74)	82 (82)

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	235	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British - Indian	1	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	0	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	0	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

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	25.7
Average class size	30.8

Education support staff: Y3 – Y6

Total number of education support staff	6
Total aggregate hours worked per week	136

Financial information

Financial year	2001 -2002
	£
Total income	518277
Total expenditure	510986
Expenditure per pupil	1914
Balance brought forward from previous year	51687
Balance carried forward to next year	58976

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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

Number of questionnaires sent out	248
Number of questionnaires returned	102

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	49	3	0	0
My child is making good progress in school.	39	51	7	0	3
Behaviour in the school is good.	16	80	1	0	3
My child gets the right amount of work to do at home.	22	55	20	3	1
The teaching is good.	37	53	5	0	5
I am kept well informed about how my child is getting on.	24	51	23	2	1
I would feel comfortable about approaching the school with questions or a problem.	57	39	0	1	3
The school expects my child to work hard and achieve his or her best.	41	56	1	0	2
The school works closely with parents.	25	58	12	1	5
The school is well led and managed.	46	47	2	0	5
The school is helping my child become mature and responsible.	36	56	4	0	4
The school provides an interesting range of activities outside lessons.	17	48	25	4	6

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

ENGLISH

51. By the end of Year 6, standards attained by pupils are average. These inspection findings agree with teachers' assessments of pupils' attainments and indicate that the falling standards over the last two years have been arrested. However, standards could be improved further if inconsistencies in the quality of marking were eradicated.
52. The school has achieved this through improved provision in literacy lessons, which are planned with a very clear focus so that pupils know exactly what is expected of them. Additionally, each pupil has his or her own personal learning targets. Extra help has been given to groups of pupils, in the form of booster classes to advance their attainment. For example, the writing skills of the higher attaining pupils of Year 6 are nurtured through such an arrangement. New techniques for teaching phonics have been introduced into Year 3. These are guided and supported skilfully by a senior teacher. At times during the week pupils are arranged into ability groups, when their very specific needs are catered for through additional literacy support. Such focused, concentrated provision has been informed by the school's analyses of test results. Furthermore, advice from experts has raised teachers' knowledge and understanding of teaching the different aspects of English, such as reading and writing. Subsequently, teachers' confidence has increased and their expectations of pupils' abilities have risen.
53. The quality of teaching is good overall. Well-focused, collaborative planning contributes significantly to this. As mentioned above, lessons have clear learning intentions, which are shared with pupils at the beginning of lessons so that they know from the outset what is expected of them. These learning objectives are also written on the whiteboards and revisited during and at the end of lessons. Such reinforcing techniques are particularly successful in consolidating understanding. Other reinforcing methods are used well too, such as revisiting previous learning during lessons, serving to both affirm and add to understanding. Moreover, pupils' individual targets are written in the front of their notebooks so that they and all assisting staff know where to focus support. Planning adheres to the National Literacy Strategy and basic skills are taught well. Above all, teachers form very good relationships with pupils, which result in a respectful learning environment where pupils behave very well, have very good attitudes towards their work and gain satisfaction from it.
54. By the time pupils are eleven, their skills of speaking and listening are above average. These findings show an improvement since the previous inspection when standards were found to be average. There is now a stronger culture of speaking and listening throughout the school, which embraces the whole curriculum. Contributing significantly to this are the very good relationships that are forged between teachers and their pupils. As a result, pupils know that their responses will be valued by teachers, and respond confidently. Teachers' good questioning skills contribute to pupils' successes too. They pitch questions at just the right level to suit the varying abilities of their pupils, involving everyone and allowing all to succeed not only in speaking well but in listening purposefully. For example, Year 6 pupils responded well to such matters as developing characterisation in stories during a discussion session, and Year 3 pupils to conversations in pairs about compiling instructions for making a cup of coffee.
55. Particularly successful is the use of response partners not only in English lessons, but in other subjects too. Pupils discuss, in pairs, all manner of issues. For example in Year 4 pupils compare settings for stories and in Year 3 explore ideas about taking responsibility. This strategy encourages the sharing of knowledge to very good effect, because pupils behave responsibly and take full advantage of it. Opportunities to discuss, as a whole class, are equally valuable in strengthening the skills of speaking and listening. Pupils participate in class discussions, eagerly giving their points of view about, for example, in the Year 6

classes, making an informed decision between right and wrong and the use of prayer, and, in Year 5, poor Victorian children. In assemblies pupils are assured when they present their work to the whole school. This was seen when pupils in Year 6 led the occasion confidently with their poems and prayers about animals. Pupils enjoy the many opportunities they are given to develop and use their skills of speaking and listening. Additionally, teachers are good role models in encouraging a wide and aptly used vocabulary. In the very best lessons teachers also demonstrate how to use expression to add interest to what they have to say.

56. By the time pupils are eleven, attainment in reading is average. The teaching of reading has improved since the previous inspection as it is now more structured and better guided. Reading resources are continually being added to, so that pupils use a good variety of both fiction and non-fiction suitable for both boys and girls. Several copies of the same book have been purchased so that groups of pupils may read together. This has enabled beneficial reading sessions to take place, guided and supported by the class teacher. A very worthwhile example of this was when a Year 5 group explored the text entitled *The Chile Challenge*. They read with a good level of fluency. They answered questions about what they had read and drew information from the text to back up their answers. When asked to predict what might happen next they did so imaginatively. Such reading opportunities enable pupils to work at their own level, fostering skills proficiently, none more so than that of comprehension. In this way, the full range of reading skills is built upon throughout the junior years, resulting in pupils making good progress and having very good attitudes towards reading. They choose to read at home and have established preferences in authors and titles, such as J.R.R. Tolkien's *The Lord of the Rings* and Jacqueline Wilson's *Illustrated Mum*. Year 6 pupils read newspapers and magazines to follow their interests such as sport and fashion. They have secure research skills, which they use across the curriculum. Dictionary skills are competent.
57. The library is managed very well by voluntary helpers who are representative of both current and former parents. They facilitate a very smooth lending service. Books are highly organised, giving pupils easy access to an interesting range of titles. However, since the library area is shared with teaching groups, it is not conducive to browsing and reading silently. Classrooms are stocked with a good range of books, linking to areas of the curriculum being covered. Each classroom has a good stock of dictionaries. Nevertheless, classrooms do not provide an inviting, quiet book area for pupils' use – somewhere pupils are drawn to, where they may sit quietly and enjoy a book. In the absence of such a facility in the central library, this is a crucial, missed opportunity.
58. Pupils make good progress and the recent fall in standards has been arrested. By the end of Year 6 pupils attain average standards in writing, and lower attaining and pupils with special needs make good progress. Handwriting has improved since the previous inspection and is now good. Pupils take a pride in their work as shown by their high quality presentational standards. However, some pupils are inclined to place their page at an exaggerated slant when writing, making handwriting difficult for themselves. Based on analysis of pupils' work, a whole-school target for the improvement of punctuation was set. In every classroom informative displays serve to remind pupils how to use punctuation properly. Additionally, teachers actively promote correct usage through worthwhile practice techniques as mentioned above. As a result punctuation has improved to a secure level. Spelling too is sound. Style in writing is constantly promoted in literacy lessons so that pupils use a good range of joining words, sentence starters and vocabulary. All of these skills bring clarity, meaning and interest to pupils' written work. Every piece of work is headed with the learning objective, making revision by the pupil very focused. This good strategy also provides a clear record of each pupil's progress. Marking is often very good so that pupils know how to improve their work. However, this is not consistent across the school and standards would be even better if this was addressed.
59. Pupils are given good opportunities to build up skills in a wide range of writing forms. Pupils in Year 3 write in note form as well as writing effective poems such as 'Down in my house', and creative stories such as 'I will put in my magic box'. Pupils in Year 4 add profitably to their

range with letter writing, while Year 5 pupils increase their craft in poetry by writing convincingly after the style of Allan Ahlberg. They also write fables. Pupils in Year 6 learn the characteristics of diary, play-script, personification and report writing. However, in Years 4, 5 and 6, too few opportunities are offered for pupils to use their skills to write extended pieces and this hampers the progress of pupils, particularly the higher attaining ones. This means that pupils of the upper school have little experience of organising and structuring a complete piece of writing all at once. There is an urgent need for Year 6 pupils to be able to bring all of their skills to bear in producing a complete piece of work in a set time to improve their attainments further. This would raise the attainment levels of pupils considerably, particularly those of the more able pupils.

60. Methods of assessing and recording pupils' progress and attainment are good. From assessment practices have come targets for individual, age group and whole-school improvement. Some classes involve pupils advantageously in self-evaluation exercises. This is particularly effective in the Year 3 classes and in Year 5. Pupils have greater understanding of their own learning as a result.
61. Overall, the subject is lead and managed satisfactorily, however, there is insufficient guidance in three areas which hinders pupils' progress. These include inconsistencies in marking, lack of opportunities for older pupils to write at length and under development of class libraries.

MATHEMATICS

62. By the time pupils are eleven, their attainments are broadly average. Attainments are better than last year but the same as at the time of the last report. This recent improvement in standards has just begun to address the under-achievement during the previous two years when standards were well below average. The number of more able pupils reaching the highest level has risen and the forecasts for the current Year 5 show a further increase. These pupils are now challenged appropriately in most classes and consequently their rate of progress has improved. Middle and lower ability pupils and pupils with special educational needs are given work that matches their abilities both during lessons and in extra group or individual work. There is no significant difference in the attainments of boys and girls.
63. The head teacher and mathematics co-ordinator are working closely with the local authority to raise standards further. The initiatives introduced have begun to improve the quality of teaching and learning and consequently standards are rising. Nevertheless, most initiatives are too recent to have had their fullest impact, but the changes are well chosen to produce a coherent structure which will continue to raise standards over time. For example, teachers plan together in each year group and match the work to the three different ability groups in each class; ICT is better used in the analysis of pupils' knowledge, skills and understanding; pupils use ICT in mathematics better now the computer suite is complete, although more still needs to be done; resource packs for pupils to aid their learning are in place in most classrooms; links with parents have improved; and more developments are planned.
64. However, progress since the last report is only satisfactory because these, and other, initiatives did not take place soon enough to prevent the under-achievement evident since 2000.
65. There is good coverage of the National Numeracy Strategy, apart from problem solving, which is given insufficient emphasis. The school has already recognised this and it is a focus for development at present throughout the school. Number work is strong. For example, more able pupils tackle long multiplication and division such as 154×48 or $670 \div 21$ very early in Year 6 and move quickly on to use these methods in decimal fraction work. Shapes are drawn in four quadrants confirming a good grasp of co-ordinates, perimeters and areas. Data handling and writing questions arising from data are covered well both in mathematics lessons and in ICT. Middle ability pupils cover a similar programme of work, often using the same worksheets. Initially they complete less work and with more errors, but as the year

progresses they become much more confident and accurate in all they do. Lower ability pupils, including those with special educational needs, have simpler tasks and often need the help of learning assistants to complete them. These pupils work with simpler division sums such as $91 \div 2$ or $58 \div 9$. Answers to questions about the 24-hour clock show they find some tasks difficult but good support from learning assistants subsequently helps this.

66. Although there are increasing opportunities for problem solving they are limited and sometimes too 'paper based'. For example, in a lesson about co-ordinates in Year 3 there was no everyday map used with a 'real-life' reference. In work about areas of simple shapes in Year 5, pupils looked at squares on paper rather than an 'area within the classroom', so that the tasks were not sufficiently related to pupils' everyday experiences or knowledge. Work in other subjects occasionally has a mathematical link, such as when pupils look at temperatures and distances in geography or use accurate measurements in design and technology, but this is not sufficiently widespread. In a very good lesson in Year 6 the pupils used a 'decision tree' to agree the criteria for their conclusions about different shapes. In the resultant discussion they gave very good reasons for their choices. This lesson, part of the booster group organisation, showed that more able pupils benefit from and enjoy a more open, problem-solving approach.
67. The quality of teaching is good. Planning is good, both weekly and termly, and as teachers plan together in each year there is a consistent approach. Careful attention is paid to the National Numeracy Strategy in the structure of each lesson so these begin with a lively mental and oral session followed by well-organised group tasks. Although time at the end of the lesson is planned to enable work to be drawn together and problems overcome, this part of the lesson is often hurried as time runs out. Homework is set to build on lessons further. For example, Year 5 pupils had completed extra work on symmetry which added to their knowledge and also prepared them for the next lesson. Learning assistants provide effective support for pupils with statements of special educational needs as well as others with special needs and for lower attaining pupils, enabling them to complete their work and to make good progress. They are valuable members of the teaching team. Relationships are very good; as a result pupils respond to questions enthusiastically, work in groups harmoniously and behave sensibly throughout the lesson. For example, teachers use 'in jokes', particularly in Years 5 and 6, which are empathetic, warm and enjoyed by pupils. They have a good knowledge of the subject and use mathematical language well in explanations. However, very little mathematical language relevant to the week's learning objectives is displayed, or even written down during lessons. For example, in a Year 3 lesson about three-dimensional shapes, crucial words such as 'vertices' or 'faces' were only written down for pupils to see in the last five minutes of the lesson. On other occasions opportunities to write terms down early in other lessons were also missed.
68. There are several reasons why work in mathematics is not yet good enough. These include: target setting for individuals and groups is not always provided for pupils; marking does not concentrate on what pupils do well and where improvements need to be made; resources such as number lines or number squares are not used to best effect in direct teaching; and problem solving is not related to everyday life.
69. Nevertheless, the co-ordinator is leading the subject very well. She has worked assiduously to bring about rapid change.

SCIENCE

70. Standards in science for the school's eleven year olds are on course to meet nationally expected levels by the end of the present school year. This is an improvement on the previous two year's annual National Curriculum test results when standards were well below the national average. However, standards have fallen since the previous inspection when they were judged to be above average. It represents very good achievements over the past two years to bring standards up to the level expected nationally since the beginning of the

present school year. The school has worked hard to raise pupils' knowledge and understanding of science and has accomplished this by setting targets for improvement and by ensuring that pupils' needs are met during lessons through careful lesson planning.

71. Pupils learn scientific ideas effectively through a combination of good teaching and opportunities to carry out investigations and experiments. This has enabled them to learn and understand science from first-hand experience, providing a sound depth of understanding and development of knowledge. For example, Year 5 pupils placed an electric buzzer in a box and packed the same volume of different materials round it to find out which was the most effective material to insulate sound. This provided them with a good insight into how dissimilar materials have different insulating properties and also how to ensure that experiments and investigations are valid enough to draw conclusions. In one of the lessons observed during the inspection, pupils in Year 3 investigated the different strengths of magnets by counting the maximum number of paper clips that each magnet was able to pick up. These younger pupils have a good understanding of what constitutes a fair test through good quality teaching that provides pupils with opportunities to find out answers for themselves.
72. Pupils' knowledge and understanding of science have also improved during the present school year and they now have a sound grasp of food chains and successfully identify different kinds of animals that live in a range of habitats. During their work concerned with animals and plants they have also gained an appropriate understanding of micro-organisms and how these can cause food decay in the right conditions of warmth and moisture. Pupils understand how the decaying of food can be prevented if one or both of these conditions is removed. Pupils have useful practical experiences of constructing electrical circuits using wires, batteries, bulbs and switches, that enable them to build a satisfactory working knowledge of electricity. Higher attaining pupils are challenged well in most of the classes but not in others with the result that some make much better progress than others, sometimes within the same year group.
73. The quality of teaching seen during the inspection was good and this has been largely responsible for the improvement in pupils' standards compared with the past two years' annual test results. Teachers share the aims of the lesson with pupils at the beginning of the session and this helps pupils to have a clear focus on what they are meant to learn. This enhances their concentration because they know what is expected of them by the end of the lesson. Most teachers plan activities carefully so that the needs of pupils with different abilities are met. For example, in an interesting lesson for Year 6 pupils on measuring forces in Newtons with a force meter, the higher attaining pupils were provided with a choice of force meters and had to select the one with the most appropriate scale for measuring different weights. Average and lower attaining pupils were provided with a restricted set of objects to weigh so that they could use a single appropriate scale. The average pupils were encouraged to weigh the given objects independently and the lower attaining pupils were well supported by a classroom assistant. Relationships between teachers and pupils are very good in science lessons and this results in good behaviour and hard work. The teachers' knowledge of the science curriculum is good and this has had a positive impact on pupils' acquisition of knowledge and understanding. Lesson planning is usually thorough so that teachers know exactly what they will be doing and what activities different ability groups of pupils will be tackling. This is true for most classes and enables pupils to make good progress in their learning. However, in some classes there is insufficient work to extend the higher attaining pupils, because teachers have not assessed pupils' attainments, and when this happens progress is not as good as it could be. Marking is usually of a good quality. Most teachers explain misunderstandings and provide written advice about how pupils can improve their work but this is not consistent throughout the school. Not all pupils are getting the help they need to enable them to improve their work.
74. The leadership and management of the co-ordinator are satisfactory. Assessments of pupils' attainments and progress are inconsistent across the school. In some classes the necessary information that would enable teachers to meet the needs of pupils with differing abilities has

not been recorded. The most detailed assessments were in Year 3 and in one of the Year 6 classes. The science co-ordinator analyses pupils' answers in the annual national tests to identify curriculum areas in which pupils' knowledge and understanding are weak. However, although the resulting information has been provided for teachers, there is insufficient follow-up to ensure that this has an impact on standards. Science lessons are observed but there is not enough emphasis on identifying and following up aspects that are in need of improvement.

ART AND DESIGN

75. Eleven year old pupils' attainment in art and design is below the level expected nationally in art and design. They have had insufficient experience of a range of media and techniques to enable them to develop their knowledge, skills and understanding. Pupils' work is not sufficiently evident around the school to stimulate pupils' interest or for pupils' to learn from each other's efforts.
76. Pupils' skills in using coloured pastels are satisfactory. They have drawn animals such as leopards, beetles, spiders and Christmas scenes of snow-topped post boxes and robins, blending colours together effectively. Their observational drawings of items such as plants, faces and footwear are also soundly executed using hard and soft grades of pencil for light and shade. Pupils' coloured pencil drawings of fruit in the style of Kandinsky and copies of drawings by Leger are satisfactory. They have been provided with a range of opportunities for drawing, using a number of different media, and these have enabled them to make satisfactory progress in this aspect of art. However, opportunities to develop understanding and skills in other aspects of art and design are unsatisfactory and insufficient to enable pupils to make the required progress. Discussions with pupils show that in one Year 6 class pupils have received too few art lessons during the present school year and usually draw in their sketchbooks when they have 10 or 15 minutes to spare. Opportunities to work with paint have been few and a number of pupils were unable to explain correctly how they make a green colour lighter or make orange darker. Pupils have also had limited chances to experience a range of techniques such as printing textiles and have done only a very little work on pattern and texture in connection with designing and making. They have experienced a variety of opportunities to copy the work of other artists instead of studying the techniques and trying them out in their own work. They are less able to design their own compositions, and opportunities to practise creative design are too few.
77. The quality of teaching is unsatisfactory because there is a lack of guidance and direction in terms of the curriculum that teachers should follow and a lack of subject knowledge to be able to ensure progress in pupils' learning. During art and design lessons teachers have good relationships with the pupils and this leads pupils to a desire to please and consequently to creative effort and hard work. Teaching methods are satisfactory. The aims of art and design lessons are shared with pupils so they have a clear idea of what they should be focusing on and work is reviewed at the end of lessons so that pupils can become more aware of what they have learned. A number of basic skills such as colour mixing have not been consistently taught well because pupils have not had sufficient first-hand experience or enough opportunities to acquire the skills satisfactorily.
78. The co-ordinator 'inherited' the role from her predecessor and feels that her personal skills in art are not good enough to advise her colleagues effectively. Since the previous inspection a scheme of work has been produced which is not adequate to provide the help and direction needed by the current staff. Teachers' planning and pupils' work are not monitored sufficiently to ensure that the medium-term art and design plans are covered. This has led to gaps in pupils' activities and art experience. A portfolio of artwork is in the process of being compiled and there are plans for pupils to produce a piece of work of the same title each year to show progression in the skills that pupils should be acquiring. As yet, however, there is no system to assess pupils' attainments and progression and this is hindering their progress.

DESIGN AND TECHNOLOGY

79. Standards in design and technology for eleven year olds are average and better than at the time of the last inspection. Pupils' progress is satisfactory and good for those with special educational needs when they are supported by learning assistants.
80. The subject had several identified shortcomings at the last inspection. The school has made satisfactory progress since then, with the most rapid progress taking place during the last 18 months. The head teacher has recently taken responsibility for the subject and has introduced a number of initiatives in preparation for handing over the subject to a new co-ordinator. For example, national guidance has been used to provide a planned programme of skills which was missing before; resources are developing to match this new programme; design and technology is linked well with science; links with the local secondary school specialist, and the better planning, mean teachers approach the subject more confidently than previously; and, since the computer suite has been established, the use of ICT in design has improved.
81. Although standards overall are satisfactory, an examination of pupils' work shows an inconsistency of approach both through the school and sometimes between the two classes in the same year. Teachers use a variety of formats for the design process and as a result pupils' knowledge and understanding of how best to develop their ideas, plan them and then show how they are developing are not built systematically. Sometimes, although teachers plan together in year teams, the teachers put the plans into practice differently, so that pupils have a different quality of experience. For example: in a Year 6 project on slippers, one class designed a very attractive cover linking design very effectively to ICT, recorded a clear design process and evaluated it. Finally, the teacher assessed and made observations about each pupil's work. The examples seen of the slippers pupils made were of good quality and showed the process of design and making had been followed well. However, the other Year 6 class had a much less rigorous design process. There were no summary teacher assessments, no ICT links or evidence of any slippers the pupils had made. Consequently, the experiences of pupils in these two classes at the end of the key stage are different. It is clear from this that the co-ordinator has had insufficient time to monitor and assess pupils' work because as head teacher he has responsibility for too many subjects.
82. The quality of teaching is satisfactory. Planning is very good both for termly work and for each lesson. Plans are detailed. Each pupil now has a design and technology book so that designs are recorded. Some of these are of good quality, although most are satisfactory. For example, pupils in Year 3 record their observations about commercial packaging thoughtfully at the beginning of the design process. They recognise that "reds and blues are used because they are bright colours and they stand out". Pupils take great care with their writing and drawings in other years, where they use labels and colour well. Teachers mark pupils' evaluations, using praise such as "brilliant" regularly, but, although some teachers assess pupils' written ideas, most do not. Pupils are enthusiastic in lessons. They share ideas easily with each other and teachers, thereby contributing positively to their own learning. Relationships are constructive and warm so there is a caring ethos for everyone. The pupils' quality of 'making' products from their designs is unacceptably varied. Where the quality of teaching and learning is consistently good, for example in both classes in Year 3, where pupils created a working pneumatic model by using a syringe, the work is above average.
83. Although pupils' attainment is satisfactory, there is not enough consistency of pupils' experiences both in design and making to make standards higher. The design and technology area is of little value because it is cramped and ill equipped for any aspect of the subject.

GEOGRAPHY

84. Standards in geography for eleven year olds are average. This is lower than at the time of the last report. Since then there have been several substantial changes that are likely to bring about improvements. For example: there is a whole-school plan for the subject based on

national guidance, so that all classes will have a comprehensive plan for the year; pupils' work in each class has been monitored by the co-ordinator and areas for improvement noted; and resources have been re-organised to match the newly-planned work.

85. However, assessments and the quality of marking are still areas for improvement outstanding from the last inspection. The co-ordinator has already recognised this and has prepared a simple system of assessment for each unit of work in geography so that the standards pupils reach each term will be recorded. She is relatively inexperienced but has a clear idea of the strengths and weaknesses in the subject from her analysis of samples of pupils' work and teachers' planning from each class in the school.
86. Standards are similar in the two classes in each year group and all pupils cover the same amount of work. There is satisfactory progress as pupils move through the school. For example, in Year 3 pupils look at a local map and write about human and physical features of 'The Ridge'; they study where pupils come from within the class and the occupations of their parents and the distance they travel to work. In Year 5, pupils look at human and physical features, contrasting London with Nairobi; they record the physical features of Mount Kenya and write their daily diary, comparing what they do with what a Kenyan child does. This work builds satisfactorily on work in Year 3, but more could be done to raise standards further. Marking is mainly ticks and praise with little everyday assessment of pupils' progress or of their knowledge, skills and understanding. Too much work is copied so pupils' use of secondary sources of information is under-developed. A typical example of this can be found in Year 6 where lower attaining pupils copied too much of their work about mountains.
87. The quality of teaching is satisfactory. Planning is good; it is set out in the same effective way both for daily and termly lessons, thereby ensuring good, systematic coverage of the National Curriculum. Pupils' work is displayed attractively with the addition of well-chosen books, photographs and geographical terms and phrases to create further interest. Adults and pupils work well together so that the learning atmosphere is busy and productive. Homework is set sometimes to add to class work. For example, pupils in Year 4 brought in forecasts from a variety of local and national newspapers to use in their weather studies. Teachers have a good knowledge of the subject; both teachers and pupils use geographical terms well in explanations and discussions. Most resources are of good quality and teachers use them effectively. For example, maps are used very effectively to teach pupils a range of map-reading skills.

HISTORY

88. The areas hindering pupils' further progress are common to most classes. These have already been identified by the co-ordinator and work has begun to improve them. They include: unsatisfactory use of marking to indicate where pupils need to improve; insufficient use of assessments of pupils' knowledge, skills and understanding; too much copied work, thereby reducing opportunities for pupils to write at length in their own words; and, work not always set to challenge the full range of ability within the class.
89. Since the previous inspection, the school has maintained above average levels of attainment by the end of Year 6. This is as a result of good quality teaching which is also reflected in the very good attitudes pupils have towards work.
90. Throughout the junior years pupils make good progress and achieve well. By the end of Year 6 pupils have good knowledge and understanding not only of British history but also of the history of the wider world. Pupils in Year 3 are beginning to be aware of the influence of different peoples on British society through their study of the Romans. Pupils make very good quality shields and pupils carry out battle formations responding to Roman verbal directions given by their teachers. They learn a great deal about how the shields were used as a protection, particularly when carrying out the 'tortoise' formation by which soldiers were protected from all sides. These lessons in Year 3 are exciting and involve pupils very well.

Pupils in Year 4 gain good understanding of some of the major events and personalities of Tudor times. They know of the lives of boys and girls in those times and of the monarchs Henry VIII and Elizabeth I. Pupils in Year 4 add to their historical knowledge by studying the key features of the society of Ancient Egypt. To add clarity to their studies, they visit the Bristol Museum where they are amazed by artefacts that have survived for so long in such good condition. Such experiences add positively to the richness of the curriculum and to pupils' enthusiasm for the subject.

91. Pupils in Year 5 show an increasing depth of factual knowledge and skills as they research the lives of poor Victorian children. They find out about the work children did and the conditions they endured. On completion of their work they put to good use their skills of research and speaking and listening, when they present their findings to the class. Pupils' understanding and knowledge of the passage of time are increasing too as they study the great changes that came about during the life of Queen Victoria. By the end of Year 6, pupils have good knowledge and understanding of how people of Britain were affected by the Second World War. They empathise with evacuee children by emulating their experience of writing letters home. As part of their work in history, pupils use other writing forms, such as factual and diary styles, as well as putting into practice their mapping skills. They produce some of their work using computer word-processing skills. Work is presented to a high standard, particularly in one of the Year 6 classes.
92. Strengths of teaching include planning. A well-balanced curriculum is planned thoroughly using national guidelines. A curricular map ensures coverage and breadth of subject teaching and learning. Lessons are driven by clear learning objectives, which are shared with pupils at the beginning of lessons so that they know what they should achieve. Very good relationships are built up between teachers and their pupils, creating an environment that is conducive to learning. Well-chosen resources add meaning to the subject. Displays featuring the Romans, Ancient Egyptians and Victorians add a further impetus to pupils' learning. Although systems for tracking pupils' attainment and progress have been compiled, they have not yet been fully implemented and have not yet made an impact on pupils' levels of knowledge and understanding. They are being introduced at the end of the current studies. The subject is supported well by a temporary co-ordinator, who is developing the subject well, through hard work and good leadership and management skills.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

93. Attainment in ICT is above the levels expected for pupils at the age of eleven. This is an improvement since the previous inspection when the overall level was judged to be below that expected nationally. The main reasons for this very good improvement are the hard work of the co-ordinator and the recent installation of a new computer suite so that all pupils can be taught simultaneously using high quality technology.
94. All pupils in Year 6 are able to perform basic operations such as logging on and off, printing their own work and changing the font or size of print. They use ICT to write and amend their own or published work using word-processing skills effectively. For example, pupils in Year 4 practise amending adjectives in published texts so that the resulting writing is more colourful. They also improve writing containing too many 'ands'. Pupils use the Internet competently for research purposes and are able to 'cut and paste' the results of their search into their own computer files for future reference. Pupils in Year 3 use data bases very effectively to produce a bar chart of different types of animals found in the ocean and older pupils cope with data communication of increased complexity. Pupils use programs to draw shapes on the computer screen by framing carefully written instructions to control the lengths and directions of the lines. They are developing a good understanding of how to use spreadsheets for listing items and automatically totalling sums of money by drawing up simple formulae for each column. Pupils use ICT to construct interesting magazines on the screen for presentation to an audience. This is a long-term project for pupils in Year 6 that will last a number of weeks. It involves designing the front cover and subsequent pages to include text,

animated pictures, background designs and accompanying sounds such as a round of applause or drum rolls. Pupils of all abilities make good progress. Higher attaining pupils are encouraged to experiment and move on more quickly. Pupils with special educational needs and lower attaining pupils are very well supported by classroom assistants and make good progress in acquiring computer skills.

95. The quality of teaching is good. The ICT co-ordinator provides specialist teaching whenever necessary and has ensured that most staff are secure in their personal ICT skills. At present five out of the eight class teachers have reached a minimum level of competence in their own computer skills. Teachers use an interactive whiteboard for teaching the whole class simultaneously. This has a very positive impact on pupils' progress because all can see very clearly what the teacher is demonstrating before they have an opportunity to practise on an individual computer. Teachers plan in pairs so that the same lesson is provided for pupils in both parallel classes in each year group. Lesson planning is thorough and covers the lesson on a step-by-step basis so that nothing is forgotten. The aims of each lesson are shared with the pupils so that a clear focus for the lesson is established. This provides an atmosphere in which pupils are more easily able to acquire skills, knowledge and understanding because they know exactly what is expected of them. Teachers have high expectations of pupils and always assume that pupils are able to cope with, for example, loading in programs or calling up their own file unless they are told otherwise. There are invariably good relationships between the teacher and pupils and this leads to very good management of behaviour, and hard work and concentration from the pupils. More able pupils are challenged individually and make good progress in their learning as a result. Lower attaining pupils and those with special educational needs are supported very well by classroom assistants or by the class teacher. For example, a partially sighted pupil is very helpfully supported by a learning assistant and is provided with modified equipment that enables full participation in the lesson.
96. The new ICT co-ordinator provides good management and leadership. A good framework for assessing pupils' attainment and progress has been introduced but this is not used consistently by all teachers and pupils' progress slows in the classes where it does not occur. The co-ordinator monitors appropriately teachers' lesson plans at the completion of each unit of work in the ICT scheme of work to ensure that all pupils have covered the aspects that have been planned. This is good practice and ensures that all pupils have equal opportunities. A good quality action plan for developing ICT even further in the school has been drawn up by the co-ordinator, and initiatives in this plan are already under way. The school makes good arrangements to safeguard pupils' welfare against using the Internet for inappropriate purposes by installing a reliable safety net to prevent this happening.

MUSIC

97. It was not possible to observe any music lessons during the inspection owing to the arrangement of the timetable. Judgements on pupils' attainment and the quality of teaching and learning have been made solely on the basis of interviewing pupils about their knowledge, skills and understanding of music.
98. Attainment in music is at the level expected for eleven year olds. This maintains the attainment at the time of the last inspection. Pupils enjoy singing and most sing in tune enthusiastically with a good tone. Pupils, for example, sing *Autumn Days* or *Joyful Music* and in so doing they listen to each other well so that they keep in time with each other. They use percussion instruments to compose their own simple pieces of music. For instance, they have made up music on the theme of trains, using the distinctive rhythm of train movements. However, they have had insufficient opportunities to devise a system of recording their compositions on paper so that they can repeat the music on a subsequent occasion. Pupils have also made up their lyrics and melodies on the theme of wartime songs that linked well with their work in history. Valuable and confidence-building opportunities for pupils to perform these to the rest of the class were provided and these allowed pupils to practise controlling their voice and to improvise both melodic and rhythmic ideas. They recognise the distinctive

nature of music from other places and other times and are able to identify music from the West Indies and Kenya as well as music from Victorian times.

99. Judging from pupils' skills, knowledge and understanding, the quality of teaching is satisfactory. Teachers have provided a range of opportunities for pupils to perform and compose as well as for listening and appraising music. This has resulted in pupils having an interest in music.
100. The music co-ordinator has enabled a new scheme of work that has recently been introduced to the school and this has given a better sense of direction to teaching and learning in music. There has been insufficient monitoring of music lessons to ensure that pupils are being provided with the experiences necessary to enable them to make good progress. In addition to whole-class music lessons, pupils are given the opportunity to learn to play a number of musical instruments. Peripatetic teachers provide tuition for the violin, clarinet and keyboard. A parent volunteers to teach pupils to play the descant recorder on a regular basis. All pupils are provided with opportunities to perform musically in addition to experiences during music lessons. Pupils in Years 3 and 4 perform to parents at Christmas time and last year they performed a musical entitled *The Star that fell from Heaven*. Pupils in Years 5 and 6 write and perform their own musical show. Last year's performance was based around the theme of holidays.

PHYSICAL EDUCATION

101. Standards in gymnastics are well above those expected nationally for pupils aged eleven and above average in other aspects of physical education such as swimming and dance. No games lessons were available for observation during the inspection so it was not possible to make a judgement on this aspect. Pupils' experiences of adventurous outdoor activities have been limited; for example, the short visit to the Brecon Beacons last year was the first time any Year 6 pupils had had an opportunity for a residential stay for some years. Swimming takes place at a nearby sports centre with an intensive programme for Years 3 and 4 pupils; any older pupil who has not achieved national standards by the end of Year 4 has extra lessons. As a result almost all pupils reach an above average standard in swimming activities and water safety at an early age.
102. In gymnastics and dance, pupils are taught to plan, perform and evaluate fluent sequences and patterns, which include changes in speed and direction. For example in an excellent session pupils demonstrated individually, and as part of a team, the sequences they were preparing for the national championships where they are the current title holders. In a lively first experience of tennis skills, Year 5 pupils showed they were already at an average level in hitting the ball and in using the racquet well with the correct grip. Extra-curricular activities, sometimes competitive, enhance pupils' skills further, and raise the standards further. Over 50 pupils take part in the local cross-country championships. At present the school holds the district winners cups for athletics and cross-country. Other teams take part in netball and football matches against nearby schools. They practise their skills and tactics both in games lessons and in after-school clubs. Bristol Rovers FC players coach pupils at the school and parents are keen volunteers to assist in training activities.
103. Teaching in the subject is good overall. It is very good in lessons taken by the co-ordinator, who also teaches two further classes other than her own. The high quality plans for a series of lessons in different aspects of the subject, written by the knowledgeable co-ordinator, are almost complete. As a result teachers approach the subject with confidence, building on previous lessons well so that pupils make good progress. The apparatus, both large and small, is up to date and of very good quality which means pupils are able to practise their skills readily. The co-ordinator has demonstrated the best use of this apparatus; consequently there is an established safe routine for setting it out which pupils know. Lessons have a warm-up/warm-down sequence; all pupils are dressed appropriately and change quickly so that all lessons begin and end on time. In the best lessons, tasks are carefully designed to

challenge pupils physically, to make them concentrate on their skills, techniques and ideas, and do them to the highest level of which they are capable. Pupils are used well in demonstration, and are keen to do this; other pupils watch with interest, ready to give both praise for others' good skills, as well as suggestions for improvement. Pupils enjoy the challenge in this subject; they show it in their very good relationships with each other and their teachers. All this was seen in a Year 5 games session and in a highly skilled gymnastics club taken by the specialist co-ordinator.

104. The co-ordinator is leading the subject enthusiastically. She is maintaining the high standards found at the time of the last inspection well.

RELIGIOUS EDUCATION

105. Since the previous inspection standards have risen. Pupils in Year 6 attain standards that meet the expectations set out in the guidelines from the local education authority on what should be taught in religious education. There are four reasons for improved standards. Firstly, a new, well-structured scheme of work has been implemented with the help and guidance of advisers from the local education authority. Secondly, resources have been purchased to support the new programme of work. Thirdly, these two initiatives have led to teachers having greater knowledge and understanding of the subject and consequently increased confidence in teaching it. Finally, learning is built step by step, enabling pupils to make good progress in gaining skills, knowledge and understanding in religious education.
106. The quality of teaching is good and is reflected not only in the good progress that pupils make, but in the very good attitudes they have to religious studies. Throughout the school, pupils are attentive and respond enthusiastically to questions. They have confidence in offering their points of view. This is because of the very good relationships that exist between teachers and their pupils: pupils are confident in the knowledge that their answers will be valued. Pupils behave very well. Throughout the school they present their work neatly, but nowhere can this be seen more clearly than in Year 6 where pupils' presentational skills are very high. Often they use ICT skills to process their written work. Lessons are planned thoroughly and focused well and are guided from the outset by clear learning objectives, which are shared with the pupils. Resources are used well to add meaning to teachers' explanations, bringing about clarity of understanding. This was evident in a Year 3 class when the teacher used several charts very effectively to show how people from several faiths believe that human beings have a responsibility towards preserving the natural world.
107. By the age of eleven, pupils have studied Christian, Jewish and Islamic places of worship and elements of the Bible, the Torah and the Qur'an. Pupils in Year 6 discuss in depth their feelings about prayer, their thoughts on how the world began and their belief in what happens when they die.
108. Throughout the school pupils learn of the special festivals of major world faiths. Pupils in Year 3 are aware of how light plays an important part in the festivals of Diwali, Hanukkah and Advent. In Year 4 they know the stories behind the festivals of Harvest, Sukkot and Eid. They are beginning to be aware of symbolism as shown in their writing about the 'Christingle'. Understanding of symbols is extended in Year 5, when pupils become aware of examples from a variety of religious traditions such as the five Ks in Sikhism, the cross in Christianity and the Star of David in Judaism. Basic skills of speaking, listening, reading and writing are promoted well in the tasks and activities undertaken in religious education throughout the school.
109. Religious education is promoted well at the daily assemblies. During the inspection week, talks based on the theme of animals enabled pupils to be sensitive and reflective. These experiences help to promote pupils' spiritual development in the broadest sense. Pupils' moral, social and cultural development is also encouraged by religious education, as they

become aware of the importance of belonging to a caring community and having commitment to it.

110. The subject has been without a manager since Christmas when the co-ordinator left. Nevertheless, due to the direction given by the head teacher, the well-structured scheme of work, and teachers' thorough planning, learning is promoted well. However, arrangements for measuring and tracking pupils' attainment and progress have yet to be established and this hinders pupils' progress in their learning.