

INSPECTION REPORT

BROADWAY INFANT SCHOOL

Yate, Bristol

LEA area: South Gloucestershire

Unique reference number: 109057

Headteacher: Carol Warrant

Reporting inspector: Mr Chris Warner
20935

Dates of inspection: 9 - 12 September 2002

Inspection number: 246857

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Broadway Yate Bristol South Gloucestershire
Postcode:	BS37 7AD
Telephone number:	01454 867130
Fax number:	01454 310591
Appropriate authority:	The governing body
Name of chair of governors:	Mr Steve Spooner
Date of previous inspection:	8 December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20935	Chris Warner	Registered inspector	Foundation stage Music Physical education Religious education Science	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13762	Norman Shelley	Lay inspector		How high are standards? b) Pupils' attitudes, value and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
16773	Raminder Arora	Team inspector	Educational inclusion Art and design Design and technology English	How good are the curricular and other opportunities offered to pupils?
18370	Kevin Johnson	Team inspector	Special educational needs Geography History Mathematics Information and communication technology	

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Broadway Infant School serves the community of Yate in South Gloucestershire. There are 178 pupils on roll, which is the average size for an infant school nationally. At the time of the inspection, the children in the reception classes were attending part-time, either for a morning or afternoon session. Three of the teachers were new to the school. The five per cent of pupils known to be eligible for a free school meal is below average for primary schools nationally. However, pupils come from a range of social backgrounds, including a significant proportion of families with low incomes. The 17 per cent of pupils on the special needs register is below the national average. Three pupils have a statement of special educational needs, which is in line with the national average. No pupils speak English as an additional language. The overall attainment of children on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

This is a good school, which serves its pupils and community well. There are many strengths and no significant weaknesses. The Head Teacher provides good leadership and is supported well by all the staff. As a result, the standards achieved by the pupils are improving. Standards in Year 2 in reading, mathematics and science are above those expected nationally. Overall, pupils of all abilities make good progress. Teaching is good across the school. When account is taken of pupils' attainment on entry and the standards pupils achieve when they leave, this is an effective school, which gives good value for money.

What the school does well

- The Head Teacher provides good leadership of a supportive staff team.
- All pupils, including those with special educational needs, achieve well; standards achieved by pupils in Year 2 in reading, mathematics and science are above average.
- The overall quality of teaching and learning is good.
- Pupils are keen to learn, behave very well and enjoy very good relationships with one another and with the staff.
- The school takes good care of its pupils.
- Provision for pupils' moral development is very good.
- Parents are involved well in supporting their children's education at home and in the school.

What could be improved

- Aspects of pupils' writing.
- The role of governors in monitoring the work of the school.
- Planning the curriculum for children in the Foundation Stage.
- Aspects of the governors' annual report to parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good progress has been made in addressing the key issues for improvements noted in the previous inspection report in December 1997: Teachers' planning now includes specific learning targets that help pupils to achieve well within lessons. Day-to-day assessments are used effectively to support planning for the different needs of pupils. The teaching staff share the responsibilities for the development of the subjects of the curriculum. They are clear about what needs to be done to raise standards, even though some of them are new to their posts. The inspection also found that the quality of teaching and learning, which was satisfactory in the last inspection, is now good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	C	B	D
mathematics	C	C	D	E
science	D	C	C	D

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

When children enter the school, their attainment is broadly average. Overall, pupils of all abilities make good progress, from starting school until the end of Year 2. The inspection found that standards are improving throughout the school. This reflects the school's unpublished results in the 2002 national tests and assessments.

Although the school's results in the 2001 national tests in English for pupils at the end of Year 2 were above the national average, they were below the average for similar schools. The results in mathematics were below the national average and well below the average for similar schools. In science, the results were in line with the national average but below the average for similar schools. The unpublished 2002 tests and assessments showed significant improvements in reading, mathematics and science, especially in the percentage of pupils gaining the higher levels. Improvements in the quality of teaching and learning, and in the way pupils are assessed and set targets, accounts for the improved results.

The inspection found that pupils, including those with special educational needs, achieve well. Standards achieved by pupils in Year 2 are above average in reading, mathematics and science. In all of these subjects, the school does well to get a high percentage of pupils to a higher level than expected nationally. Although in line with those expected nationally, standards in writing are affected by simple errors in punctuation and spelling. Pupils' ability to write and speak at length is under-developed because they do not have enough opportunities to do so. The inspection findings reflect the school's unpublished results in the 2002 tests and assessments.

Standards in information and communication technology (ICT) are in line with national expectations for pupils in Year 2. In religious education, standards are in line with expectations of the Locally Agreed Syllabus. In all other subject, pupils are achieving standards in line with those expected of Year 2 pupils nationally. An effective system of assessing and tracking the pupils' progress helps the school to set appropriate targets and to improve standards. The school met its own targets for 2002 in English and mathematics.

The inspection found that children in the Foundation Stage make satisfactory progress. However, limited resources and shortcomings in the long-term planning of the curriculum affect their progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school and want to learn. They work hard in lessons and in other activities.
Behaviour, in and out of classrooms	Very good in all aspects. Pupils are polite and friendly. Their willingness to listen contributes to their good progress. There have been no

	exclusions in the past twelve months.
--	---------------------------------------

Personal development and relationships	Pupils grow in confidence and independence, particularly in their final year in the school. They respect each another and relationships are very good.
Attendance	Overall satisfactory. Pupils arrive on time. The small minority of pupils who miss school because holidays are taken in term time lowers the school's attendance rate.

TEACHING AND LEARNING

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

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

The consistently good standard of teaching and learning enables pupils to make good progress in most lessons. The quality of teaching has improved since the last inspection. Nearly all of the lessons seen were at least satisfactory, and more of them were good or better than in the last inspection. Teachers are aware of the needs of all pupils, including those with special educational needs, and are skilled in including them in lessons.

There were examples of very good teaching in every year group. The quality of teaching in English and mathematics is good. In the best lessons, teaching is purposeful, and pupils are involved and want to learn.

The lessons are planned and managed well, so that the teachers and their assistants know what to do and how best to support and extend learning. Pupils respond by working hard and wanting to do well because they find lessons interesting and the work matched well to their abilities. Learning is at its most effective when the teacher asks probing questions that get pupils to think and talk about their work.

Teaching which is satisfactory, and the very small amount which is less than satisfactory, could be improved by more effective use of the plenary, getting pupils to talk about and be more involved in lessons, and making teaching livelier.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The requirements of the National Curriculum are fully met. Planning of the curriculum for children in reception is not linked closely enough to the recommended Early Learning Goals. The school's drugs policy is not taught. 'Milk and share' time needs to be reviewed to make sure it is used effectively.
Provision for pupils with special educational needs	Good. There are secure procedures for identifying needs and for monitoring progress. Pupils are supported well, both in and out of the classrooms.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral development is very good and for spiritual, social and cultural development is good. There is scope to further extend pupils' awareness of different cultures.

How well the school cares for its pupils	Overall, a strong feature. Staff know and care for the children well. There are good assessment procedures in all subjects. Tracking of pupils' progress and setting targets for improvements is helping to raise standards, particularly in English, mathematics and science.
------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The work of the school is strongly supported by parents. Their involvement in the day-to-day life of the school makes a significant contribution to how well pupils get on.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The Head Teacher provides good leadership. There is a clear direction in the work of the school. She is supported well by the deputy head and senior staff in the effective management of the school.
How well the governors fulfil their responsibilities	Governors make a satisfactory contribution to the management of the school. They are very involved in and supportive of the school. All of the governors' statutory responsibilities are met, with the exception of minor omissions in their annual report to parents.
The school's evaluation of its performance	Good. Priorities for improvement focus on the raising of standards. The governors have made a good start in monitoring the work of the school. They need to focus on the priorities in the school development plan and especially the standards achieved by pupils.
The strategic use of resources	Good use is made of the available resources, including the teaching assistants and funding for special needs and ICT. The school's efforts to seek the best value for money in its financial decision-making are satisfactory, but need to relate more closely to the impact on pupils.

The school has a sufficient number of well-qualified teachers and support staff, and it benefits from the good opportunities for their professional development. The well-maintained accommodation makes a good contribution to children's learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
At least nine out of every ten parents who responded to the questionnaire felt: <ul style="list-style-type: none"> • their children like school; • the teaching is good; • pupils make good progress; • behaviour is good; • the school is helping their child become mature and responsible. 	More than one parent in four who commented felt: <ul style="list-style-type: none"> • the range of extra-curricular activities could be extended. About one in two parents felt: <ul style="list-style-type: none"> • the arrangements for homework could be improved.

The inspection team agree with the positive comments made by parents.

The school's provision for extra-curricular activities is limited, although this is not unusual for infant schools nationally. The amount of homework set is judged to be sufficient and, overall, homework makes a satisfactory contribution to pupils' learning and independence. The school recognises the need to ensure a consistent approach to homework throughout the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment on entry to the school is broadly average. By Year 2, they achieve standards above those expected for their age in mathematics, science and reading. In writing and in speaking and listening, standards are in line with those expected nationally. Pupils, including those with special educational needs, achieve well during their time in the school.
2. The results achieved by pupils in Year 2 in the 2001 national assessments in reading were above the national average although below average for similar schools. The results in mathematics were in line with the national average and below the average for similar schools. In writing and in science, the results were below the national average and the average for similar schools.
3. Overall, the inspection evidence points to the fact that standards have improved and are continuing to do so. Improved procedures to assess what pupils know, understand and can do help the school to give pupils work that is matched well to their needs. Setting pupils targets for improvement is proving increasingly effective in raising standards. Pupils also make good progress because of the consistently good quality of teaching and learning.
4. The improving picture reflects the school's unpublished results in the 2002 tests and assessments, which have improved in all core subjects. No comparisons can be made with the results of other schools because no national data is yet available. However, the school's results show significant improvements in reading, mathematics and science, especially in the percentage gaining the higher levels. The results in writing improved, but not at the same rate as in the other subjects. Few pupils gained the higher, level 3 in writing compared with other subjects.
5. Pupils with special educational needs achieve well in relation to the targets set in their individual education plans. They make good progress because they get a good level and quality of support in most lessons.
6. The inspection evidence shows that children who have gone through the Foundation Stage made satisfactory progress and achieved the national expectations in all of the six areas of learning. Children currently in the reception classes are making good progress because of the good quality of the teaching and support given by teaching assistants. There is evidence that pupils learning over time have been restricted by limited resources and a curriculum that have not been fully developed around the expectations of the recommended Early Learning Goals¹.
7. Pupils in Year 2 make good progress in reading. They achieve standards above those expected nationally. The well-structured approach to the teaching of reading helps pupils to learn and use their reading skills with good effect.
8. Overall, progress in writing is satisfactory. The recent attention given to improving pupils' writing skills is beginning to pay off and standards are improving. However, the work needs to continue to develop pupils' skills in spelling, punctuation and handwriting. Standards are affected because pupils' work includes too many simple errors in punctuation and spelling. At the same time, pupils need to be encouraged to write at greater length, to express their ideas in their own words and to develop their handwriting skills.
9. Pupils make satisfactory progress in developing their speaking and listening skills. By Year 2, most of them speak clearly and with reasonable fluency. Increasingly, they take account of what

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

others have to say when making their response. However, many pupils are capable of extending their speaking skills, by way of offering explanations, debating issues and expressing themselves in drama and role-play.

10. Much of the improved standards in mathematics can be attributed to the good effect of the National Numeracy Strategy. This is evident in the accuracy and speed of pupils' mental calculations. The school's move to increase the opportunities for pupils to use and apply number has been effective, and is reflected in the rapidly improving standards. However, pupils are not so confident in working within the area of shape and space because there are not enough opportunities to develop and apply their skills. In particular, the more able pupils are capable of tackling investigations involving shape and space.
11. The improved standards in science are reflected in pupils' interest in the subject and in their ability to use scientific language, particularly in relation to investigations. Efforts to give more attention to experimental and investigative aspects of the subject are making a difference. Pupils in Year 2 are increasingly able to think about, communicate and record their ideas in a clear and scientific way. More able pupils are developing a good sense of what makes a fair test.
12. Pupils in Year 2 achieve average standards in information and communications technology (ICT). This is a significant improvement since the last inspection, because the expectations nationally are higher. Much of the improvement is down to the increased confidence and skills of the teaching staff. Resources have been developed, and nationally recommended guidance has helped make the curriculum more structured and relevant.
13. Pupils in Year 2 achieve the expected standards for their age in art and design, design and technology, geography, history, music and religious education. In art and design, pupils lack confidence in their two and three-dimensional work because they do not get enough opportunities to develop their skills. There was not enough evidence upon which to base a judgement in physical education. Pupils, including those on the school's register for special needs, make satisfactory progress in all these subjects.

Pupils' attitudes, values and personal development

14. Pupils' attitudes, values and personal development are very good. This represents an improvement compared to the good standards at the time of the previous inspection. Parents are pleased with the standard of behaviour and rightly regard it as a strength of the school. Pupils' attendance is satisfactory.
15. Pupils speak enthusiastically about their school. They say that they enjoy school and are happy here. Older pupils describe their lessons as being fun and interesting. They say that their teachers are kind and helpful; they do not tell pupils off when they get things wrong, but explain and show them how to do better. Overall, pupils' positive attitudes are reflected in their conscientious approach to their work and in their willingness to participate in activities.
16. Almost all pupils behave consistently very well and conduct themselves in an orderly manner. Some pupils behave in an exemplary way. Even the few pupils who sometimes find it difficult to exercise self-discipline behave well for most of the time. All are polite and courteous to adults. None have been excluded during the past year and bullying is not an issue. Relationships between pupils are near excellent. Pupils get on well together and are almost always tolerant and considerate. They work happily together in pairs and small groups and are often mutually supportive.
17. Pupils develop a good awareness of spiritual, moral, social and cultural issues through religious education, circle times, assemblies and various cross-curricular themes. In a Year 1 physical education lesson, pupils spoke of the sun making them feel happy, and of a dark raindrop making them feel sad. They then did their best to represent their feelings in dance movement. In an assembly, pupils reflected upon and spoke about the events of September 11th with feeling and respect. When an unfortunate incident occurs among or between pupils, they are encouraged to consider what they have done and the effects on others. They suggest what they could have done

or said to avoid or resolve the situation. Pupils are developing a basic understanding of different faiths and cultures through lessons, visits to places of worship and the occasional input from adults of different cultural backgrounds.

18. Pupils' personal development is very good because they respond well to the relevant opportunities. They participate in drawing up their own class rules. They carry out a wide range of classroom tasks in a most responsible manner. Many of the older pupils applied in writing to become a playground buddy and were properly interviewed prior to their appointment. They are very proud to wear their special hats and to look after younger children. There are good opportunities for pupils to take part in public performances, visit places of interest and support charities.
19. Although parents say that their children like coming to school, attendance is only satisfactory. Overall, the attendance rate is in line with the average for primary schools nationally. Apart from understandable absence such as illness, the only other significant reason for absence is due to family holidays taken during term time. Unauthorised absence is negligible and, therefore, is very much better than the national average. Almost all pupils arrive punctually for the start of the school day.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching and learning throughout the school is good. Teaching was at least satisfactory in nearly all of the lessons seen. In nearly 90 per cent of the lessons, the teaching was good or better; 20 per cent of lessons were very good. Overall, this represents an improvement in the satisfactory quality of teaching noted in the previous inspection.
21. There are four main reasons for the improved quality of teaching:
 - the successful implementation of the National Strategies for Literacy and Numeracy and the effective teaching of skills associated with them;
 - the effective work of the school to monitor and improve the quality of teaching;
 - the good opportunities for teachers and support staff to develop their skills;
 - the good appointments of staff and the quality of support given to them.
22. The staff are highly committed to their work. They have developed a strong sense of team spirit and willingness to improve. A particular feature is the contribution made by teaching assistants, in working well with the teachers in supporting pupils.
23. There are many strengths in the examples of very good teaching from which much can be learned. Some of the most effective lessons were seen in English and mathematics where the overall quality was consistently good. There were also examples of very good teaching in individual lessons in the Foundation Stage, science and ICT.
24. The best lessons get off to a good start. The crisp beginning to an effective literacy lesson in Year 1 set the pace and tone for what was to follow. Everyone knew where and how to sit, and listened carefully to the teacher reading the learning objectives. Pupils knew what to do and what was expected of them. They answered skilfully framed questions and joined in the discussions about vowels, and enthusiastically suggested 'missing' words in the story of 'Perfect Pet'. The teaching was effective because it was a two-way process and pupils were 'kept on their toes'.
25. In a numeracy lesson in a Year 2 class, the teacher captured and held pupils' interest. The work was closely matched to meet the different abilities within the class. The teachers' questioning ensured that all pupils took part. She listened carefully to them and responded constructively to take their learning forward. Pupils with learning difficulties were involved as the teacher adjusted and targeted her questions. In the best lessons, pupils of all abilities feel encouraged to think and talk about what they are doing.
26. The teaching of children in the Foundation Stage is good and there are examples of very good teaching. This is impressive because both of the teachers are new to the school. Already, the teachers are working closely together and with their teaching assistants. They are planning

together and developing an effective working relationship that benefits children in both classes. This leads to a consistent approach to assessing what children know, can do and understand, and helps staff to meet individual needs.

27. Throughout the school, teachers make good use of the National Strategies for Literacy and Numeracy to provide well-structured lessons. Much of the teaching seen was lively and pupils were involved in their learning. Teaching was good or better in almost all the English lessons seen. The skills of literacy, including phonics, are taught effectively. However, in some lessons, in particular in history, geography and religious education, there could be more opportunities to extend pupils' skills of writing, and of speaking and listening.
28. Teaching is good in mathematics. The numeracy sessions are used well to develop basic skills in number, including an emphasis on mental calculations. This helps pupils to recall and apply known number facts and to develop effective mental strategies.
29. Pupils with special educational needs are taught well. Teachers and their assistants are perceptive of pupils' needs, and ensure that suitable work is prepared for them. As a result pupils make good progress. Staff are skilful at ensuring pupils understand their work and are challenged by what they do. This contributes significantly to pupils' learning and their achievements. Teaching assistants make good use of pupils' individual education plans as a basis for the work they do with them, and actively involve them in working towards their targets.
30. Teachers have a good knowledge and understanding of the subjects of the National Curriculum. In ICT, teachers have developed their skills through a planned programme of training, and this has contributed to the improved standards in the subject. In a very good Year 1 lesson, the teacher's confidence and skills allowed her to give clear explanations, and to demonstrate how to save a file. However, there remains scope to extend the use of ICT across the curriculum.
31. Nearly all lessons are carefully planned to match the level of work to pupils' needs. Pupils respond well to the high expectations the teacher has for their work and behaviour. Teachers are clear about what they want the pupils to gain from the lesson and usually tell them what they are hoping to learn. In a science lesson in Year 1, the teacher told the pupils that they were going to learn about different groups of animals, and wrote this on the board. She gave them an opportunity to think for themselves and make their own suggestions. Before the close of the lesson, there was time for everyone to think and talk about what they had learnt. The teacher picked out key points, helping pupils to overcome difficulties and giving them all class an idea about the next stage of their learning.
32. Pupils are managed well during lessons. This reflects the very good relationships between staff and their pupils. Good behaviour, achievement and effort are recognised with fair praise and encouragement. Teachers are keen to develop strategies to improve behaviour. For example, teachers sharing a new class got together to reflect on their lessons, to see what could be better and to agree consistent expectations for pupils' behaviour. By the next lesson, the teacher was able to use the agreed strategies and tackle any difficulties with confidence.
33. A scrutiny of pupils' books shows a good quality of teachers' marking, especially in English. At best, the marking gives a clear idea of success as well as making any learning points.
34. Homework makes a satisfactory contribution to pupils' learning. At best, homework has a clear purpose that is understood by pupils and, where necessary, by their parents.
35. Some teaching could be more effective if elements of the lesson were improved:
 - Better use of the plenary at the end of the lesson to highlight common difficulties and to extend learning;
 - Involving pupils more, by way of getting them to ask questions, and to explain and demonstrate their ideas and work;
 - Making lessons more lively and generating greater pace.

HOW GOOD ARE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

36. The quality and range of learning opportunities are good. Overall, the curriculum provision is better than it was at the time of the last inspection.
37. The curriculum provision for the Foundation Stage is sound. Planning for the short-term is secure and there is a good balance of learning opportunities, both for indoors and outdoors. Where the curriculum needs to be strengthened is in relating planning for the year to the nationally recommended curriculum guidance. In particular, the Early Learning Goals need to be taken into account when planning how the children will develop their knowledge, skills, understanding and attitudes.
38. The school's planned curriculum is broad and balanced, and meets the requirements of the National Curriculum. Religious education is provided in accordance with the local authority's Agreed Syllabus and taught regularly. The school satisfactorily provides for pupils' personal and social education even though a systematic programme of work is not yet fully in place. In lessons, pupils are consistently encouraged to make personal choices and take decisions for themselves. Important personal and social issues are identified and regularly discussed. Appropriate opportunities for pupils to learn about health issues form part of the personal and social education. The provision for sex education is suitably incorporated into the whole school curriculum. However, the school does not meet the statutory requirements to raise pupils' awareness of drug misuse.
39. Although each subject has a curriculum policy, some need to be reviewed in order to reflect the nationally recommended guidance adopted in the schemes of work. The school's curriculum planning has been substantially strengthened since the last inspection. The overall planning of the whole school curriculum provides a good framework for a broad and relevant curriculum. There is a clear programme of work for most subjects and useful guidance to help teachers' planning. This effectively promotes continuity in learning across the school. The weekly planning of subjects includes important details to promote teaching and learning for particular groups of pupils, including the more able and those with special educational needs.
40. Pupils with special educational needs have full and equal access to the curriculum. Appropriate individual support is provided for those with specific additional needs. Individual plans ensure that pupils' learning is relevant to their needs. These are reviewed regularly in order to keep pace with the progress pupils make. Pupils with statements are well supported and receive the full entitlement to the curriculum.
41. A suitable amount of time is allocated to the teaching of each subject. The length of the school day is in line with the national recommendations. However, the daily use of the 15 minutes 'milk/talk time' in the morning session is not always planned or used in a purposeful way.
42. Numeracy and literacy lessons are planned well. The recommendations in the national strategies are used to good effect and have a positive impact on pupils' learning. The National Numeracy strategy is particularly effective in improving pupils' mental arithmetic skills. The literacy lessons have greatly improved pupils' reading skills, particularly in the teaching of phonics across the school. The literacy and numeracy skills are also developed across other subjects, such as science and ICT. However, the development of pupils' writing, and speaking and listening skills through other subjects, such as history, geography and religious education is less apparent.
43. The curriculum provides good equality of access and opportunity for all pupils. This enables them to achieve well and make good progress. Wherever possible, pupils with special educational needs receive support from assistants or adult helpers during the class lessons. Occasionally, some pupils get extra support outside of the classroom in literacy and numeracy. These sessions are carefully planned to ensure full participation in the subjects.
44. There is a satisfactory range of extra-curricular activities to support the curriculum. The choir club is well attended and makes a significant contribution to pupils' personal and social development.

The curriculum is further enriched by the provision of educational visits to various local places of interest. Other opportunities include visits from storytellers and theatre groups to the school. Pupils enthusiastically recalled a puppet show from the previous term.

45. The school has effective links with the community, for example, the local police liaison officer. Pupils participate in a number of charity and musical concerts throughout the year. Satisfactory links are also maintained with partner institutions including local nurseries and playgroups and local training colleges. Parents welcome initiatives to improve the school's curricular links with the adjacent junior school.
46. Since the previous inspection, the school's good provision for pupils' spiritual, moral, social and cultural development has been maintained. The provision for pupils' moral development is now very good. Recent improvements in the provision for cultural development need to be extended in order to have the desired impact on pupils' awareness of different cultures.
47. There are good opportunities through assemblies and religious education lessons for pupils to explore the values and impact of different religious beliefs and cultures. A recent visit to a mosque gave pupils a deeper insight and understanding into Muslim worship. This experience was enriched because several parents accompanied the pupils. Universally held values, such as honesty, truthfulness and concern for others are promoted strongly through the positive ethos of the school. Pupils' self-image and self-esteem are promoted because the staff listen to their views and encourage pupils to listen to others. During class discussions, pupils are encouraged to share with the feelings of others when discussing the parable of the Prodigal Son. Pupils also reflect on others' feelings at special times during the year, such as Remembrance Day. They respond well to the good opportunities to share books that have a spiritual message. Stories such as, 'One Winter's Night' encourage pupils to reflect on their own and others' emotions.
48. The good provision for spiritual development firmly underpins pupils' social and moral development. Pupils respond very well to the high expectations and ethos of the school by contributing their own ideas to the agreed code of behaviour. Teachers and support staff treat all pupils fairly and equally. This is reflected in the way pupils work co-operatively and in their willingness to share. The quality of relationships within the school is very good. The welcoming community for parents, pupils and staff contributes significantly to pupils' social development. Pupils behave well in and around the school and get on with each other. Events, such as group outings, team sports and 'celebration' assemblies help to consolidate social values and a sense of community, and foster an ethos of willingness and co-operation.
49. There are good opportunities for pupils to appreciate the value of their own cultural heritage. Good use is made of the locality around Chipping Sodbury to enrich pupils' understanding of history and geography in the area. Visits to places of historical interest include Blaise Castle and S.S. Great Britain. Pupils gain a sense of achievement and pride through hearing stories about famous characters from history, such as Isambard Kingdom Brunel. The school's policy to promote racial harmony is increasingly apparent in its practice. The school's provision for multi-cultural development and awareness is satisfactory. There remains scope to improve the opportunities with better resources and more planned experiences. Although not yet a feature of the curriculum, aspects of cultures from around the world are increasingly apparent in art, music, dance and other subjects. A visit to a Mosque in Bristol is a good example of the efforts to better promote pupils' knowledge and understanding of different cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The arrangements for pupils' welfare are very good. The monitoring and support of their academic and personal development are good. The previous report described overall provision as good, and since then some aspects have improved further. Parents are right to be very pleased with the quality of care and support their children are getting.
51. Secure child protection procedures are in place and managed well. Most of the necessary health and safety procedures are securely established and safe practices effectively promoted.

- Experienced teachers are aware of the potential hazards associated with a few curricular activities, such as physical education. However, relevant risk assessments have not yet been drawn up for these activities. This means that teachers who are new or on supply do not have easy access to guidance. There are risk assessments for external visits, and subject policy documents include the necessary general safety guidance. There are satisfactory arrangements for first aid with an adequate number of trained adults. Full details about each pupil's particular medication requirements are maintained where applicable. Specialist education and health agencies provide a relevant service to the school. Teachers, teaching assistants, helpers and lunchtime staff, all supervise pupils very well.
52. Relationships between all the adults and pupils are extremely caring, constructive, trusting and mutually respectful. They promote an environment that is conducive to learning and where pupils feel wanted, valued, supported and safe. The arrangements for introducing new pupils to the school are very impressive and sensitive to their needs. Pupils are well prepared for their transfer to the junior school.
 53. Attendance is effectively monitored through a mix of traditional registers with some data collation via the computer. A good level of contact is maintained with parents about reasons for absence. However, the school has found it difficult to reduce the number of absences that can be attributed to family holidays taken during term time.
 54. The school adopts the best way of promoting good behaviour and attendance by providing stimulating lessons and other activities. Pupils want to come to school and enjoy their learning experiences. Teachers consistently apply very good class management techniques. Fair praise for effort and good behaviour encourages pupils to take pride in their achievements and to increasingly take responsibility for their actions. On the rare occasions when they do not measure up to the high expectations for behaviour, the teacher explains, guides and helps them. When necessary, plans are drawn up to support individual children's behaviour in consultation with their parents. This approach helps those pupils who have particular difficulties. The positive atmosphere of the school and the all round strength of relationships serves to virtually eliminate the likelihood of deliberate anti-social behaviour.
 55. The school monitors pupils' personal progress well and keeps comprehensive records in their individual profiles. The records are often discussed with parents and pupils. Relevant targets are agreed and pupils' progress towards them is periodically reviewed. The good opportunities for pupils to develop their personal responsibility includes a 'buddy' system whereby older pupils help others to get on together on the playground. Pupils in the course of a day carry out many important tasks.
 56. Since the last inspection, the school has improved its assessment procedures. The teachers share a clear understanding of how well pupils are getting on. They are able to make good use of assessments in planning the curriculum and in making sure that work is suited to pupils' different abilities. Teachers make regular evaluations of pupils' progress towards the learning intentions in lessons and use this information to plan work at a suitable level for each child.
 57. Much work has been done to gather and use information from the good range of assessments made of pupils' progress. This helps the teachers to track the progress made by pupils throughout the school in the core subjects of English, mathematics and science. Baseline assessments, undertaken when children first join the school, provide useful insights into their stage of development in the different areas of learning. This information is used effectively to plan for each child's development. In the rest of the school, pupils' individual profiles contain samples of pupils' work in English and mathematics. These are carefully and consistently analysed to check on progress, and to plan the next step in learning.
 58. Assessment procedures for pupils with special educational needs are good and provide a clear profile of their attainment and progress over time. Ongoing assessment by teachers and assistants provide clear daily records, which are used to prepare the next steps of pupils' learning.

59. Information gained from tests and assessments, including those set nationally for pupils in Year 2, is carefully used to evaluate the performance of different groups and individuals. The data also helps to set class and group targets in reading, writing and mathematics. Teachers identify what progress each pupil makes and sets measurable targets for future improvements. This approach also helps in identifying pupils who need extra support; for example, those with the potential to achieve at a higher level of attainment. Assessment procedures and information in subjects other than English, mathematics and science are also well planned and used, and have a good impact on pupils' learning.

HOW WELL THE SCHOOL WORKS IN PARTNERSHIP WITH PARENTS

60. Parents are pleased with the quality of education and care that the school provides. The partnership between school and parents is very good. Parents make a significant contribution to their children's education. The partnership is stronger than it was at the time of the previous inspection.
61. Parents are very positive about almost all aspects of the school. Of the many respondents to the questionnaire, some were a little less positive. Overall, parents are right to be pleased with the progress that their children make and the way in which the school helps them to become mature and responsible. However, some parents were disappointed by the way a recent class re-organisation was handled. The school rightly accepts that the way similar arrangements are communicated in the future will need to be improved.
62. Parents are kept very well informed about the life and work of the school. The quality of the school prospectus, various brochures, induction meetings and individual interviews is good. Any prospective parents get to know what to expect and what will be expected of them in terms of supporting their own children. They receive a very comprehensive guidance pack for helping their children to learn at home.
63. The school communicates with parents through prominently displayed notices and general newsletters. Teachers and the Head Teacher are easily accessible and very willing to respond to any enquiries. Annual school reports are exceptionally informative and give a clear picture of each child's strengths and needs. However, the reports for pupils in Reception and Year 1 do not make it clear how pupils achieve in relation to expectations for their age. Parents have good opportunities to discuss their child's progress with teachers on the four formal occasions each year. Almost all parents attend these meetings. Further meetings to explain developments in literacy and numeracy strategies have been well attended. The Governor's annual report to parents omits details about school security and arrangements for disabled access.
64. Parents of children with special educational needs are invited to discuss their child's progress as soon as there is cause for concern. They attend review meetings, contribute to individual learning plans, and support their children's learning at home.
65. The fact that well over fifty parents regularly assist in the school illustrates the school's strong partnership with its parents. Their help makes a meaningful contribution to the quality of education and care provided. Parents support the school and their children very well at home; for example, with reading. A few parents have shared their knowledge and experiences with pupils in relevant lessons. The 'Friends of Broadway' work very hard to enrich the school, and raise substantial amounts for new resources. Parents are increasingly encouraged to be involved in the school's plans. Recently, parent representatives were asked to join discussions on the school's priorities for its five-year financial plan.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The school is managed well and the Head Teacher provides good leadership. She leads a staff who share her commitment and work together as an effective team. There is clear educational direction to the work of the school. Staff know what needs to be done to bring about further improvements. The Head Teacher leads by example by being fully involved in the day-to-day management of staff and pupils. Standards achieved by pupils are improving and there is a good atmosphere for learning.
67. The inspection confirms the view of most parents, that the school's aims and values are reflected in its work. The school successfully strives to develop pupil's personal and academic potential. In particular, the close partnership between staff and parents promotes the children's well being and good progress. **The school is well placed to continue to improve and for its efforts to lead to higher standards.**

68. The last inspection report noted that the role of co-ordinators with management responsibilities required further development. Areas of responsibility, including those for subjects and special educational needs, are now managed effectively. Audits have been undertaken in many areas of provision leading to clear plans of action to improve standards.
69. The special educational needs co-ordinator provides good leadership and the provision is managed well. Reviews not only involve parents but also take account of pupils themselves. Funding is spent appropriately on staffing and resources. Staffing costs are topped up from the school's own budget. Satisfactory procedures are in place to support gifted and talented pupils. The school's awareness of promoting the inclusion of all pupils is reflected in its policies and practice.
70. Staff with management responsibilities are effective in planning the curriculum and in assessing standards for their subjects. This has a positive impact on the standards achieved by the pupils. The Head Teacher and co-ordinators regularly visit the classrooms to check and promote the quality of teaching and learning. This approach is effective in developing the skills of individual teachers and in the sharing of good practice amongst staff.
71. The governing body is supportive and actively involved in the life of the school. The Head Teacher provides governors with good information that has recently included details of the standards achieved by pupils. This helps governors to be increasingly effective as a 'critical friend'; able to ask questions and contribute to decision-making. They fulfil all their statutory obligations with the exception of minor omissions in the annual report to parents.
72. There is regular and useful communication between the headteacher and the chair of governors. Through visits to the school, discussions with staff, and occasional reports from co-ordinators, governors gain a reasonable insight into the work of the school. Through their effective role in the performance management process, some governors have become aware of the work of the school in relation to the standards pupils achieve.
73. The school development plan identifies the most important issues facing the school and is appropriately linked to pupil achievement. Initiatives already in hand, including science and writing, are leading to improved standards. The staff are clear about the part they can play in the school's improvement because they are sufficiently involved in the planning process.
74. Increasingly, the Head Teacher reports to governors on progress towards meeting the priorities in the school development plan. Although the governors have improved their monitoring role, there remains scope to strengthen the link to the development plan and especially to standards achieved by pupils. At present, it is difficult for governors to accurately assess the impact of planned initiatives, such as increased hours of support staff, on the pupils and the standards they achieve.
75. Financial planning is sound, but needs to be more closely aligned to the educational goals stated in the school development plan. The Head Teacher works closely with the finance committee to ensure a satisfactory level of checks on the school's financial position. However, in the absence of a more structured approach to monitoring the school's educational priorities, governors largely rely upon informal means of assessing the effectiveness of spending.
76. All of the recommendations of the most recent auditor's report are in hand. The effective day-to-day administration ensures the smooth running of the school, and allows the Head Teacher to focus her attention on the needs of the pupils and staff.
77. The school operates with a cash balance, which is above the recommended guidelines. Savings were made in appointing new staff, and the school has been left with an unplanned surplus. The move to consult parents about long-term spending plans has been well-received, although governors need to make sure that ideas are either derived from the development plan or are incorporated into it.

78. Good use is made of new technologies to support educational monitoring and, increasingly to support the monitoring of attendance. ICT is beginning to be used effectively to present information on pupils' performance to governors and parents.
79. The designated special educational needs budget benefits from additional funding from the school's own budget. This spending contributes well to the good progress made by these pupils.
80. The Head Teacher and finance officer ensure that sufficient quotations are obtained before a purchase is made. A start has been made to seek best value through audits of resources and their usefulness.
81. After a period of considerable changes in staffing, the school now enjoys improved staff stability. There are enough suitably qualified staff to meet the needs of the curriculum and the pupils, and a good blend of experienced and less experienced teachers. Teachers and teaching assistants benefit from the good opportunities for professional development. For example, teachers have gained the required qualifications for ICT, and teaching assistants have attended courses on special needs and the Foundation Stage. Recently qualified and newly appointed teachers speak positively about the level of support and guidance they receive. The willingness to learn and to share ideas reflects the particularly strong team spirit amongst staff. Secure procedures are in place to support the performance management of staff.
82. The school runs smoothly because of the high level of commitment of the caretaker, and of the administrative, lunchtime and catering staff.
83. The school's accommodation is good. The playground and fields offer particularly good recreational opportunities. The caretaker and cleaners work hard to present the buildings and site well, and the overall cleanliness and good order is a credit to their efforts. A number of stimulating displays of pupils' work add to the overall ambience of the school.
84. There are adequate resources for learning. There are reasonable resources in all areas of the curriculum, including ICT, literacy and numeracy. However, resources in all areas of learning in the reception classes are barely satisfactory. Good use is made of the immediate environment and of resources further afield to support learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

85. In order to build on the school's existing strengths and to improve the quality of pupils' learning and the standards they achieve, the governors, headteacher and staff should:
- (1) Improve aspects of pupils' writing by:
 - extending planned opportunities for pupils to write at length in all subjects
 - giving greater attention to the accuracy of pupils' punctuation and spelling, and to the development of their handwriting skills
[Paragraphs 4, 8,11]
 - (2) Extend the governors' role in monitoring the work of the school by:
 - focusing on the most important issues identified in the school development plan
 - relating monitoring more closely to the standards pupils achieve
 - linking monitoring more closely to financial planning
[Paragraphs 74,75]
 - (3) Improve the quality of long-term planning for children in the reception classes by:
 - planning the year's curriculum more closely around the early learning goals (as recommended nationally for children in the Foundation Stage)
[Paragraphs 37,88]
 - (4) Rectify the minor omissions in the governors' annual report to parents
[Paragraph 63]

In addition, the school should consider the following points for inclusion in the action plan:

- Introduce drug awareness into the curriculum (*paragraph 38*)
- Continue to develop opportunities to raise pupils' awareness of different cultures (*paragraphs 46,49*)
- Review the use of time in 'milk and share' in the morning session (*paragraph 41*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	27	4	1	0	0
Percentage	0	20	68	10	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	178
Number of full-time pupils known to be eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	26

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	7
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	33	23	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	29	29
	Girls	20	20	20
	Total	50	49	49
Percentage of pupils at NC level 2 or above	School	89 (91)	88 (93)	88 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	30	29
	Girls	21	20	18
	Total	48	50	47
Percentage of pupils at NC level 2 or above	School	86 (93)	89 (100)	84 (100)
	National	85 (84)	89 (88)	89(88)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
178	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
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: YR – Y6

Total number of qualified teachers (FTE)	7.2
Number of pupils per qualified teacher	25
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	142

FTE means full-time equivalent.

Financial information

Financial year	2000-01
	£
Total income	387,481
Total expenditure	380,571
Expenditure per pupil	2,103
Balance brought forward from previous year	37,562
Balance carried forward to next year	44,472

Recruitment of teachers

Number of teachers who left the school during the last two years	8.2
Number of teachers appointed to the school during the last two years	8.2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	149
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	2	2	0
My child is making good progress in school.	57	40	0	3	0
Behaviour in the school is good.	34	64	2	0	0
My child gets the right amount of work to do at home.	21	53	21	2	3
The teaching is good.	47	48	5	0	0
I am kept well informed about how my child is getting on.	31	53	12	3	0
I would feel comfortable about approaching the school with questions or a problem.	52	41	5	2	0
The school expects my child to work hard and achieve his or her best.	40	53	3	2	2
The school works closely with parents.	17	62	14	3	3
The school is well led and managed.	17	57	5	2	9
The school is helping my child become mature and responsible.	40	57	2	0	2
The school provides an interesting range of activities outside lessons.	12	29	36	12	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

86. Children enter the Foundation Stage at the start of the autumn term following their fourth birthday. At the time of the inspection, the children had started in one of the two reception classes in the previous week, either for the morning or afternoon session. Nearly all the children had attended one of the local pre-schools, part-time, before starting school. At the time of the inspection, both teachers were new to the school.
87. The inspection found the overall provision for children in the Foundation Stage to be good. Results of baseline assessments show that children's attainment on entry to the school is broadly average in all areas of learning. The inspection evidence shows that children who have gone through the Foundation Stage made satisfactory progress and achieved the national expectations in all of the six areas of learning. Children currently in the reception classes are making good progress due to the strengths in the quality of teaching, including the support given by teaching assistants.
88. The new teachers' daily planning for the time when the children attend part-time is very good. However, longer-term planning needs to be reviewed so that the curriculum is based on the nationally recommended early learning goals. The staff work together to plan and evaluate children's learning, and have made a good start to develop the curriculum. Each session is managed well with a good balance between activities initiated by the child and those led by an adult. After only a few sessions in their new school, the children are developing in what they know, understand and can do. This is because there are plenty of opportunities, both indoors and outside, for them to think and talk through a good range of activities.
89. Resources for learning are barely adequate and need to be reviewed in relation to the expectations of the early learning goals. There are shortcomings in all areas of learning, with notable weaknesses in opportunities for adventurous physical activities and in information and communication technology. A lack of resources restricts children's learning and the effectiveness of the good quality of teaching.

Personal, social and emotional development

90. The children are making good progress because of the good quality of teaching. After just a few days in school, the children are settling well and already showing signs of growing in confidence and independence. They know their way around the classroom and are getting used to routines, such as sitting in a circle on the carpet and clearing away at the end of activities. The adults are aware of the needs of individual children and know how best to support and guide them. The children play together well in their own outside area and most of them are confident enough to join the older children on the 'big' playground. They show a growing awareness of others and, with a little encouragement, are learning to take turns. They are very well behaved and respond well to the consistent and fair expectations of staff. Any minor difficulties are handled in a sensitive and positive way.
91. The children feel secure and encouraged to join in and try new things. Each one of them stood up and had something to say about themselves in front of the whole school at the 'celebration' assembly. Children with special educational needs are given a good level of support and are making an encouraging start to school. Staff know when and how to intervene in the children's activities so as to help them develop in confidence and independence. Children riding their bikes around the outside area negotiated which way to go and, with a little help, soon learnt some 'rules of the road'. The adults know how to help the children to think for themselves rather than telling them what to do and how to do it. In a group session on the carpet, the teacher got the children to think about and express their ideas and feelings through well-framed questions or timely suggestions. Even the less sure children wanted to make a contribution. The staff are particularly good at giving the less sure children time and support to do things at their own pace.

Communication, language and literacy

92. Most of the children are likely to reach all the early learning goals because of the good quality of teaching. There are plenty of planned opportunities for the children to speak and listen to adults and to each other, in groups or as a class. For example, they listened attentively to the story of 'Grandpa, Grandpa', and some joined in enthusiastically. With encouragement, most of them talked about what they liked doing at the seaside. The older ones are beginning to take account of what others have to say and to engage in conversations. The adults know when to listen and when to intervene so as to stimulate talk. The teacher skilfully guided a discussion about a sunken boat so that nearly every child in the group had a say. She rephrased some of their ideas so that their language and vocabulary was extended. There are good opportunities for the children make up their own stories and even take on the role of different characters in the role-play areas.
93. Most of the children make marks as a first attempt at writing. The older ones can control a pencil and show an early knowledge of letter shapes. A lot is done to encourage the children to attempt writing as part of different activities, as in labelling a painting or in sending each other 'messages' as part of their role-play.
94. The children enjoy looking at books and sharing them with an adult. They know how to turn the pages of a book and talk about the pictures. Some of them use the pictures to make up their own version of the story. The children are learning the sounds that letters make, and the older ones can think of words that start with the same sound.

Mathematical development

95. Most of the children are likely to reach or nearly reach the national expectations by the end of the Reception Year. They make good progress in their mathematical development because the quality of teaching is good. There are good opportunities for children to develop a mathematical understanding from planned situations, such as singing number songs and counting the children for the register. The limited resources, including number lines, board games and bright displays, are used well to capture the children's interest and aid their awareness of number. There are also good opportunities for the children to develop their mathematical language and understanding through everyday activities and play, such as in estimating how many cups of sand are needed to fill a bucket, and talking about different stones in terms of their size.
96. Younger children are learning to count and recognise numbers up to ten, and some of them can count out the correct number of objects to match a given number. Older ones are encouraged to read and write numbers in the same way as letters. Adults make good use of mathematical vocabulary, and encourage the children to take part in counting games. More able children are beginning to use and understand simple terms, such as 'add', 'counting on' and 'altogether'.

Knowledge and understanding of the world

97. The children are likely to reach the expected levels in most aspects of their knowledge and understanding of the world. They have good opportunities to develop their scientific, historical and geographical knowledge and understanding. However, opportunities to develop their knowledge and skills in ICT are limited by a lack of resources, including not enough computers.
98. Children talk in simple terms about their home, school and neighbourhood as part of their theme 'all about me'. They are aware of features such as the Junior School and row of local shops. They have a go at describing their journey from home to school. Walks around the school and site encourage the children to observe, ask questions and talk about features and their environment.
99. Opportunities for the children to develop an early understanding of science are good. There is a well-planned outdoor area where activities are organised on a larger scale and in an often more active way. Children are encouraged to carry out small-scale experiments, such as planting seeds and seeing how they grow. They are encouraged to express their ideas in terms of predictions, questions and explanations.

Physical development

100. With the help of good teaching, the children make good progress in physical development. Most of them are on course to achieve the expected levels by the end of the Reception Year. Although the children do not have enough opportunities for more adventurous physical activity, they do have regular access to the school hall for dancing, jumping, balancing, and climbing in space and on apparatus. They make good use of the playground when the weather is fine, to play games and explore their movements in a large space.
101. Children run, skip and hop with increasing control for their age. In dance, they move and respond well to music and are becoming aware of their own space. Some children are beginning to take account of others when moving. They are given plenty of time and encouragement to explore their movements. Some of them are starting to think about ways to improve their movements. They use the good range of equipment safely and with enthusiasm.
102. The children handle tools, scissors, paintbrushes, construction sets and malleable materials safely and with increasing control. The staff encourage them to try things out and give them the right level of support, often by working alongside the children. When making models, the children show growing confidence in cutting, sticking and shaping different materials.

Creative development

103. Nearly all the children are on course to reach the expected levels. The quality of teaching is good and there is a good range of opportunities for the children to express themselves in a creative way.
104. Adults working with the children encourage them to use their imagination through role-play and stories. The children create small imaginary environments and act out scenes in them, exploring ideas and feelings.
105. The children experiment with colours, materials and a variety of media to draw, paint, print, and make models. They use crayons and pencils and paints in their own self-portraits. They enjoy listening to and making music, and have a good understanding of loud and quiet sounds. They all sing enthusiastically, tunefully, and with a growing sense of rhythm.

ENGLISH

106. Overall, standards achieved by pupils in Year 2 are in line with those expected nationally. Standards in reading are above average and those in speaking and listening and in writing are average. Pupils of all abilities achieve well.
107. The school's results in the 2001 national tests and assessments for pupils in Year 2 were above average in reading and below average in writing. The school's results in the unpublished 2002 national tests and assessments show a significant improvement over those for 2001, although national comparatives are not yet available. The results in reading are better than writing and are above average. More pupils achieve the higher Level 3 in reading than in writing.
108. The standards of pupils' work seen during inspection reflect the improving results in national tests and assessments. All pupils, including those with special educational needs, make good progress over their time in school. This is a direct result of good quality of teaching, and effective assessment procedures. The assessments are used well to carefully track pupils' progress and ensure that appropriate support is given.
109. Standards in speaking and listening are average. Pupils listen attentively and with genuine interest to their teachers and other adults. They follow and respond to instructions without having to be told more than once. They are skilled in listening to one another in class discussions. Adults acting as models for good language encourage pupils to express themselves clearly. Lower attaining pupils are helped to build on their limited vocabulary, express their thoughts

clearly and share their ideas with others. The higher attaining pupils are becoming confident and articulate speakers. However, there is scope to develop pupils' competence in speaking at length through more planned opportunities for role-play, drama and debate.

110. The focus on guided reading, as part of the literacy session, contributes to pupils' good progress in reading. A programme of home-school reading is well established and helps pupils to develop their interest and confidence in reading. Pupils use their good knowledge of letter sounds when attempting to work out unfamiliar words. All pupils read text appropriate to their age and ability. They talk about the characters and events in stories, and confidently predict what is going to happen next. Higher attaining pupils show a level of fluency, expression and understanding usually achieved by older pupils. Pupils enjoy looking at non-fiction text and know where to locate the contents and the index. However, they are not so confident in using a dictionary. Pupils with special educational needs are making good progress through well-structured literacy programmes. Most pupils make satisfactory use of their reading skills in subjects such as history, geography and religious education. Pupils' progress is further enhanced by the careful diagnosis and recording of their strengths and needs in reading.
111. The combination of effectively structured literacy sessions and good teaching is helping to raise standards in writing. Class and group writing targets encourage pupils to do well and to improve their writing. Basic handwriting skills are taught well, although pupils capable of developing a joined up script are not always given the opportunity to do so. Pupils are encouraged to think about the overall structure of their writing, such as the setting, characters and plot in their short stories. In order to achieve the higher levels, pupils need to develop fluency in their writing and to become more aware of simple errors in punctuation and spelling. Common spelling patterns and letter combinations are properly introduced but too many pupils make simple spelling errors. There is scope for pupils to further improve their written work through more, well planned opportunities for writing in all subjects.
112. The quality good of teaching and learning in English includes some very good features and promotes pupils' consistently good learning. Teachers have a good understanding of how to teach reading and writing. They make sure pupils know what they are expected to learn by sharing the lesson objectives and by explaining the links with what has previously been learnt. The principles of the National Literacy Strategy have been implemented effectively and are having a positive impact on standards. Lessons are well planned and organised with a good mix of whole-class, group and individual work. In a very good Year 1 lesson, the teacher's good knowledge and understanding of the subject was reflected in the quality of her questioning techniques and explanations. Pupils felt involved and lively teaching carried their learning of medial vowel sounds along at a good pace. Pupils of all ability felt encouraged, and showed a good recall of the story, 'The Perfect Pet'. In most lessons, teachers use suitable methods and strategies to get pupils to listen and join in. They build on pupils' interest in the subject, and this makes a good contribution to learning. Most pupils are attentive, eager to answer questions, and join in class discussion. Teachers have very good relationships with pupils so that they behave very well and concentrate on their work. Staff give a good level of support for pupils with special educational needs. Where teaching could be improved, time could be used to allow pupils to develop their speaking skills in the way of explanations and more lengthy discussions. Pupils' work is marked well and constructive comments give suitable guidance on how work can be improved.
113. The management of the subject is satisfactory. The systematic programme of monitoring teaching and learning helps teachers to develop their practice. The new literacy co-ordinator is aware of the strengths and needs in the subject. Sufficient attention is given to address any weaknesses, particularly in writing, through effective forward planning. The procedures for assessing pupils' progress are good, and the results of all tests and assessments are effectively analysed in order to set appropriate targets. Useful additions have been made to resources in classes to support the implementation of the literacy strategy. There are sufficient books, both fiction and non-fiction in the school's recently revamped library.

MATHEMATICS

114. Pupils in Year 2 achieve above the standards expected for their age. The inspection findings reflect the school's unpublished results in the 2002 national tests. The 2002 results include a significantly higher percentage of pupils achieving both the expected level 2, and the higher level 3 than in 2001. The inspection confirms that standards are improving and that all pupils, including those with special educational needs, make good progress.
115. The school's trend of improving standards stems from a range of successfully employed strategies. Assessment procedures have been improved and an effective system of tracking pupils' progress introduced. Realistic targets are set that help to raise standards. The grouping of pupils by ability ensures that they are challenged at good level and achieve their potential.
116. The good support given to pupils who have special educational needs by teachers and those who assist in the classrooms ensures that they make good progress towards the individual targets set for them. Pupils grow in confidence and are not afraid to learn from mistakes because their contributions are valued and they included in the lesson.
117. The National Numeracy Strategy is securely embedded throughout the school and has a positive impact on teaching and learning. Pupils learn number skills in a systematic way, so that in Year 2 they have a good understanding of number to 100. They recognise the place value of two and three digit numbers and use mental and written methods of calculation with speed and accuracy. A good emphasis is placed on number investigation, such as sequencing and number patterns. Pupils have a sound knowledge and understanding of shape, space and measures, such as centimetres, and recognise common two- and three-dimensional shapes. However, there is little evidence of challenging investigational work in the area of shape and space and are there enough opportunities to apply skills in other subject areas. This shortcoming is particularly apparent for those more able pupils capable of working independently.
118. The quality of learning in mathematics lessons is good. Teachers' subject knowledge has improved as a result of professional development and training and the application of the numeracy strategy has ensured that lessons have a clear structure and learning objectives, thus addressing the shortcomings identified in the last report.
119. Good learning is underpinned by the quality of relationships within the classroom. Teachers and other adults who support pupils' learning respond calmly and sensitively to their needs. Pupils are confident that their contribution to the lessons is valued. As a result, they tackle their work enthusiastically, persevere and behave very well. Teachers plan their lessons well and use their knowledge of pupils effectively to make sure that tasks match their specific needs.
120. Very good learning was seen in one lesson because the teacher skilfully engaged the whole class in a practical activity to help them understand place value. Small groups of pupils were given a 'target' number, which they had to discuss and construct with cubes, before explaining to the class how they arrived at their solution. The activity challenged pupils' mathematical thinking and led to a clearer understanding of numbers.
121. Occasionally the opportunity to challenge pupils' thinking is missed. For example, this occurs when the teacher does not build upon what pupils have achieved during their independent work. There is a tendency in the end of the lesson plenary to dwell on what pupils already know rather than moving their thinking on a step further.
122. The subject is led and managed well. There are good systems for monitoring and evaluating pupils' performance in mathematics as well as checking on the quality of teaching. The recent appointment of an assistant co-ordinator has increased the depth of knowledge and expertise in mathematics and added to the school's capacity to sustain recent improvements.

SCIENCE

123. Pupils in the current Year 2 achieve standards above those expected for their age in science. This is an improved picture to that reported in the last inspection. Pupils, including those with special educational needs, make good progress because of good teaching in the subject.
124. Between 1998 and 2001, the school's results in assessments for pupils in Year 2 have been below average. In 2001, the results showed a significant improvement, although still below the national average. While the percentage of pupils achieving the higher Level 3 was above the national average, the percentage gaining the expected Level 2 or above was below average. The inspection findings reflect the unpublished results of the 2002 assessments: all but a few pupils with special educational needs are achieving at or above the expectations for their age, and over one in three are achieving higher standards. Furthermore, the inspection found that standards throughout the school are improving as a result of greater attention being given to the management of the subject.
125. Pupils' knowledge of electricity is above average for their age. They can explain how an electrical circuit works and can offer reasonable suggestions to explain why, for example, the bulb fails to light up. In their work on sound, the teacher challenges the pupils well and they understand the concepts well, such as that sound gets fainter further away from the source. Pupils have a very good understanding of the water cycle; average pupils can explain how water reaches our homes, and more-able pupils are familiar with terms, such as evaporation and reservoir. Pupils of all abilities entered into a lively discussion about why we should care for the environment. A minor weakness lies in the way some pupils record their work and in their limited use of computers to present their results.
126. An analysis of pupils' work shows that they make consistently good progress and achieve well from an initially average level of understanding. Pupils can undertake simple experiments, such as testing for different sounds. Pupils talk enthusiastically about their practical work and recall activities from the previous school year with considerable accuracy.
127. The quality of teaching is good overall and has improved since the last inspection. Lesson planning is built securely around an improved long-term curriculum. From the start, pupils are clear about what they are going to learn because the teacher knows how to involve them in the lesson. Teachers' good understanding of science is seen in their ability to ask searching questions and talk to pupils about the subject. Assessments of what pupils know, can do and understand are used to plan the next lesson and help match the level of work to their needs. A lesson in Year 1 on ourselves included many of the other features that make teaching and learning effective. The enthusiastic teaching was full of pace and purpose that quickly interested every pupil. Just the right amount of time was allowed for the introduction. The pupils understood what they had to do to group different animals and were keen to get on. The teacher and her assistant used their time well to support pupils and to extend their learning.
128. A review of the curriculum has given the teachers a clear structure for the development of pupils' learning. Not only do they know what to teach in an individual lesson, but they are increasingly aware of the next stage in learning. This helps them to ask questions, assess how pupils are getting on, and use this information to extend learning and plan ahead.
129. All the teaching and learning observed is at least satisfactory. Nevertheless, satisfactory teaching could be more effective with:
- more opportunities to use information and communication technology in science lessons;
 - the plenary at the end of lessons could be better used to draw attention to any difficulties and to highlight new learning.
130. The newly appointed co-ordinator already has a good picture of the subject's strengths and weaknesses, and is clear about what needs to be done to improve standards. The right issues for improvement have been identified in the subject's action plan and in the school development plan. Pupils' results in national assessments are analysed, and weaknesses are addressed. This has led to an increased emphasis on enquiry work in science, and to getting pupils to think and talk about their work. Both of these features need continuing attention in order to further raise standards.

131. The recent attention given to develop the subject has contributed to the improving standards achieved by pupils. The good arrangements to monitor and evaluate the quality of teaching and learning are supporting staff to develop their practice. The action plan for science draws particular attention to the need to:
- continue to help pupils to use the evidence from their investigations;
 - continue to develop the subject's links with ICT;
 - develop individual target setting.

ART AND DESIGN

132. Only one lesson was observed during the inspection. However, a survey of pupils' work, along with discussions with teachers and the pupils, indicate that there is an appropriate range of activities and that, by Year 2, standards are in line with those expected nationally. Pupils, including those with special educational needs, make satisfactory progress in acquiring skills of collage, drawing, modelling and painting.
133. Among the interesting displays of artwork are some charcoal portraits of Samuel Pepys and drawings of patterns observed on buildings in Chipping Sodbury. The school has maintained the standards reported in the previous inspection. However, not enough emphasis is given to three-dimensional work, and the design element of art is under-developed.
134. The art and design curriculum is organised well and skills planned and taught in a way that ensures progress across the year groups. There are a satisfactory range and quality of resources and enough time is given to the subject. The focus on developing understanding in the processes in art is improving the quality of work. However, more attention needs to be given to using the work of famous artists to inspire pupils in their own work.
135. Some of pupils' work, such as continuing beyond the edges of a picture cut from a magazine, extends their imagination. The photographic evidence of observational drawings of a bike by Year 1 shows their growing ability to observe and represent detail accurately. Pupils' skills with, and knowledge of shape, texture and form are suitably developed. A Year 2 class was observed successfully investigating the details of lines, shapes and colours representing texture and patterns in natural objects, such as leaves and fruit. The investigation of properties of different materials in art makes a good contribution to other areas, such as science. However, pupils do not get enough experience of evaluating their work to make improvements. The use of sketchbooks to record their work of observational drawings needs to be more consistently developed. There is, however, an appropriate emphasis on developing computer-aided art; for example, pictures of people by pupils using the 'paint' program.
136. The quality of teaching and learning in the one observed lesson was satisfactory. The teacher had a sound knowledge of the subject and prepared the lesson effectively. The teacher knew how to involve pupils and they enjoyed the activities. They listened intently and follow instructions well. The teacher rightly praised good work and pupils were proud of their efforts.
137. The subject is soundly managed by the new co-ordinator. There is a good understanding of the subjects' strengths and weaknesses. A recently introduced assessment procedure is effectively being used to track pupils' progress, although it is too early to assess the impact on standards.

DESIGN AND TECHNOLOGY

138. Due to the arrangement of the school's timetable, no lessons in design and technology were observed. Few examples of pupils' prior work were available for scrutiny. The judgement on standards of performance and progress across the school is based on photographic evidence of the previous year's work, a scrutiny of teachers' plans and pupils' profiles, and discussions with staff and pupils about their work. Pupils, including those with special educational needs, make satisfactory progress over their time in school. Pupils in Year 2 achieve the standards expected nationally. The time allocated to the subject is sufficient and appropriately distributed across the school. The work is systematically planned to provide coverage and development of required skills in the design and technology curriculum. Agreed assessment procedures mark progress and inform the planning of future work in the subject.
139. Younger pupils enjoyed planning and making a fruit salad. They are encouraged to generate ideas and think about the purpose of the activity. For example, last year they carefully designed and made a house for Red Riding Hood. Year 2 pupils built a pulley for Jack to get food up the beanstalk from his home. For this project, pupils produced simple drawings of the plans before embarking on the making aspect. They demonstrate some knowledge of the process and

materials they used in the making of the product. As part of their planning, pupils suggest the use of appropriate tools and techniques; for example, the string tied to a basket and attached to the pulley. Pupils worked with a range of materials. They tested and evaluated their finished products. The recorded evaluations indicate increasing knowledge of how to improve or strengthen the product. Another example of finger puppets by Year 1 pupils involved skills of sewing with a needle and thread and using a 'running' stitch or sticking two pieces together with glue. They also use other materials, such as buttons and sequins of different colours to decorate their puppets.

140. Pupils show commitment and enjoyment in the making of the product. They respond well, co-operate with other pupils and work with enthusiasm. Pupils' making skills, such as measuring and marking out, and independently choosing from a range and variety of building and joining materials, are insufficiently developed. Opportunities to evaluate products and to consider appropriateness of size, power and strength are well planned.
141. The new co-ordinator ensures sound management and has already a good awareness of future developments of the subject. There are sufficient resources of range and quality to meet the demands of the design and technology curriculum. The available resources are centralised for ease of access by staff and, where appropriate, by pupils.

GEOGRAPHY

142. Pupils in Year 2 pupils achieve the standards expected nationally for their age. This represents a similar picture to that reported in the previous inspection. Pupils, including those with special educational needs, make satisfactory progress. The shortcomings identified in the last report surrounding the clarity of learning targets have been eliminated because the school has successfully adapted national subject guidance to support curriculum planning. There is now a clear focus to pupils' learning and a stronger emphasis on pupils developing their enquiry skills.
143. The work in pupils' books shows they are increasing aware of their own locality and of more distant places. Pupils in Year 1 follow the exploits of 'Barnaby Bear' as he 'travels' the globe. This improves pupils' knowledge of other countries and their locations when they find them on maps. They develop good geographical skills by looking critically at their immediate locality around the school. Planned visits to the seaside help Year 2 pupils to learn about the differences between contrasting localities. This idea is extended when they compare transport, work and landscape on an island with that of an urban area on the mainland. This study provides good literacy links because 'Katie Morag' set on the 'Isle of Struay' is a useful source of information.
144. Teaching and learning in the one lesson seen was good. Pupils in Year 1 were provided with a selection of seaside artefacts to investigate from which they had to work out where 'Barnaby' had been for his holiday. The activity captured pupils' interest and they worked enthusiastically throughout the lesson. Skilful questioning and intervention by the teacher and assistant made sure the learning objectives were met.
145. The subject is managed well. The co-ordinator has added to her subject expertise through appropriate learning and supports her colleagues well. The leadership role has developed since the last inspection. There is now more time given to checking standards of pupils' work, and monitoring of teaching through classroom observations is planned for the current year.

HISTORY

146. Standards in history have been maintained since the previous inspection and remain in line with those expected nationally for pupils in Year 2. Pupils, including those with special educational needs, make satisfactory progress.
147. The school has successfully adapted national subject guidance to support planning. This has resulted in a better focus on developing pupils' historical enquiry skills. Consequently good use is made of the locality and nearby places of interest to enrich pupils' knowledge and understanding

of the past. For example, pupils in Year 1 explore Chipping Sodbury to find the older houses, and learn about old toys on a visit to Blaise Castle. Visits to SS Great Britain and to view the Clifton Suspension Bridge gave Year 2 first hand experience of Brunel's work.

148. The small amount of teaching seen was sound. Resources were used effectively to help pupils learn about the Fire of London. Pupils were enthralled by the video, which provided a clear and graphic depiction of the event. The teacher skilfully questioned pupils to test their knowledge of the main facts, which they later recorded in their notebooks. The lesson would have benefited by adding challenge through opportunities for more independent research to find answers to questions. The work in pupils' books shows that topics are planned well and pupils develop their knowledge and skills systematically. Pupils present their work in pictures and writing with increasing clarity, though there are few examples of extended writing from the older pupils.
149. The subject leader has reviewed planning for each year group, and identified the areas where some further development is required. An overview of standards is maintained through sampling pupils' work and an effective system for teachers' assessment. Resources are adequate, but do require some organisation in the light of the revised curriculum requirements.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

150. There have been significant improvements in standards and provision for ICT since the previous inspection. The school has kept pace with new developments in the subject and, by effective use of national subject guidance, has ensured that most pupils achieve the standards now expected for their age.
151. Pupils make good progress throughout the school because of the well-structured curriculum and quality of teaching provided. Pupils in Year 1 confidently retrieve files saved on disc. They assemble, edit and change text using different colours and styles of print. They present information in different ways, such as combining text and graphics to label diagrams or representing data they have gathered in printograms. Most Year 2 pupils use word processing skills with increasing competence and confidence. They use computers for writing stories, creating pictures and seeking information through the Internet or CD-Rom. Networking of the computers enables pupils to send and receive e-mails to and from home or their friends in school.
152. The quality of teaching seen in lessons is good overall and has improved since the last inspection. Teachers have made good use of recent training to strengthen their subject knowledge and to plan and deliver lessons clearly and confidently using the resources available. This has a positive impact not only on pupils' progress, but also on their attitudes and enthusiasm for the subject. A good example was seen where a teacher introduced pupils to the new 'smart' board. They were excited by the new hardware, yet very keen to try out the 'touch screen' technology. Consequently, they were engaged in their learning throughout the lesson. Lessons have enough pace, interest and challenge to develop pupils' skills and ensure their progress.
153. The depth of knowledge and expertise of the co-ordinator contributes to the strong leadership in the subject. There is a clear and realistic development plan which includes whole staff training at a higher level, more resources to support literacy and numeracy and fuller use of the newly created school web-site; given the advanced hardware now in school. The curriculum is well planned and outcomes are monitored through an effective assessment system. The teaching and learning of basic skills has been managed well. The school is aware of the need to plan more rigorously opportunities for pupils to apply their skills across a wider range of subjects.

MUSIC

154. By the end of Year 2, pupils achieve standards in music that are in line with those expected nationally. All pupils, including those with special educational needs, are achieving as well as they should and making satisfactory progress.

155. Throughout the school, pupils develop their skills, knowledge and understanding of music. In Year 1, they recognise rhythm patterns in familiar rhymes, and sing songs from memory, such as 'Six Little Ducks'. When the school gets together for assembly, the children sing hymns and other songs with enthusiasm and expression. In Year 1, pupils can identify long and short sounds from a variety of sources. Pupils in Year 2 can play their own simple compositions to each other, using untuned instruments. They have a good idea of musical elements and show a reasonable awareness of pitch, duration and dynamics. They distinguish between loud and quiet sounds, and can read and write simple symbols to represent them. They talk about their efforts and what they can do to make them better. Pupils of all ages listen well to a piece of music played at the end of assembly. In discussion, pupils described the music in terms of mood, using words such as calm and peaceful.
156. The quality of teaching and learning in the two lessons observed was good.
157. The teachers' very good subject knowledge enabled them to explain things well and to ask questions that encouraged pupils to think about sounds. The teaching assistants provided useful support, not only to the pupils with special needs, but also to others in the class. The teachers in the same year groups plan and evaluate lessons together. This approach fosters confidence amongst the staff and helps them to find the best ways to get ideas across. The scheme of work usefully assists the non-specialist staff to plan lessons that build well on earlier learning. Pupils' growing confidence and appreciation of music is encouraged by the good range and use of resources.
158. The subject is managed well by the recently appointed co-ordinator. She has been assisted by the high quality of information left by her predecessor in the post. The effective approach to monitoring standards gives the school a clear understanding of what needs to be done to develop the subject. A well-attended after-school choir enriches the curriculum. The school takes advantage of local opportunities; pupils joined in the local music festival and visiting musicians performed in the school. Parents and pupils talk fondly of last year's musical production of 'Joseph'.
159. The subject is well placed for further improvement. The action plan includes areas for development:
- Introducing a recorder club.
 - Extending pupils' experience of 'live' music now that there is a musician on the staff.
 - Extending opportunities for pupils to appreciate music from different cultures.
 - Extending the links between music and ICT.

PHYSICAL EDUCATION

160. It was possible to observe only one lesson in Physical education during the inspection, so that no secure judgement can be made about standards. Teachers' planning shows that all elements of the National Curriculum are covered well.
161. The one lesson seen provided insufficient evidence upon which to make a judgement about teaching and learning in the school as a whole. However, teaching in the dance lesson was good. There was appropriate emphasis on safety and on health. The teacher was secure in her knowledge of physical education and the dance lessons include warm up and cool down activities. Pupils evaluated their efforts and made suggestions for improving their movements.
162. Teachers plan effectively from a curricular framework for physical education. The Head Teacher regularly monitors teachers' medium term plans. The curriculum for physical education is broad and well balanced throughout the year, and includes opportunities for both creative and dancing. Teachers assess and record pupils' physical abilities and use the information to inform their planning.
163. The subject is well led and managed. The new co-ordinator has a good awareness of areas for development:

- Introduce extra-curricular activities, such as dance.
 - Review storage for resources.
 - Involve new staff in review of curriculum.
164. The good range of resources for physical education are used well by staff and properly handled by pupils.

RELIGIOUS EDUCATION

165. Standards in religious education are in line with the expectations of the locally agreed syllabus. Pupils, including those with special educational needs, make good progress because of good teaching and effective planning.
166. Pupils in the current Year 2 have a good awareness of Christianity and can recall familiar stories from the Bible. More able pupils enthusiastically retell the story of Creation. They talk in terms of 'some people believe' and 'a day and night might have been different to what we know it to be'. They understand that stories, such as the Parable of the Prodigal Son, carry particular messages about right and wrong and how we should behave. They talk of God in terms of a 'father', a 'special kind of person' and 'someone who made everything'. They have a good level of understanding because, in most lessons, they are encouraged to listen and talk about the subject.
167. The school has done well to extend the opportunities for pupils to learn about different beliefs and religious customs. The curriculum has been reviewed to offer a good balance of experience, with the emphasis on Christianity supported well by learning about aspects of Judaism and Islam. New resources support learning and help bring the subjects to life. In discussion, pupils respectfully handle and speak about artefacts, including a Torah and a Qur'an. Pupils' work shows a good knowledge of Easter, Christmas and Divali. In their work on the family, more able pupils write with a good understanding about the role of grandparents. Less able pupils recognise features, such as a font, and attempt to explain what baptism is for.
168. The quality of teaching is good. Lessons are planned well to take account of pupils' knowledge and experiences. Resources are used well to capture pupils' interest and to inspire conversations. In a Year 2 class, the story of the Prodigal Son was read with feeling so that pupils were keen to listen, and responded well to the chance to talk about it afterwards. Pupils in Year 1 were equally enthusiastic to listen to the story of 'Dogger' by Shirley Hughes, and to talk about the right and wrong of the actions of the main characters. They found it easy to identify to the idea of belonging because the teacher skilfully related the concept to experiences in their own lives.
169. The co-ordinator's good leadership has lifted the status of religious education in the school's curriculum. Taken together, the improved curriculum has broadened the opportunities for pupils' learning and raised the level of their interest, knowledge and understanding in relation to the subject as a whole. There are good arrangements for monitoring standards in religious education. This helps the co-ordinator to identify and target areas for support. Although resources and teachers' knowledge of different faiths are still developing, these are already at a good enough level to promote effective teaching and learning. A particular strength lies in the use of artefacts and in visits to places of worship. The pupils' understanding of different faiths gained greatly from their visit to a mosque in Bristol. The subject is well placed to continue to improve, and plans for development include:
- Visits to a cathedral and other places of worship.
 - Extending opportunities to involve parents in visits.
 - Planning to include more time for pupils to reflect and discuss religious themes and ideas.

